ERIC Document Resume	**See Instruction Sheet**	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER ED002658

2. ORIGINATOR CONTROL NO(S). N.A.

3. IDENTIFICATION NO. N.A.

DO NOT WRITE IN SPACE BELOW

MICROFILM COPY AVAILABLE YES ☒ NO ☐

COPYRIGHT GRANTED YES ☐ NO ☒

COPYRIGHT RELEASE FILED YES ☐ NO ☐

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

4. AUTHOR(S): Potts, Alfred M.

5. TITLE OF DOCUMENT ABSTRACTED:

Providing Education for Migrant Children

6. PUBLICATION TITLE: N.A.

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN
ORG. Colorado State Department of Education
ST. CITY, STATE Denver, Colorado
TELE. EXT.
INST/LOC CODE

9. PUBLISHER OR SOURCE
Colorado State Department of Education
Denver, Colorado

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	1961	78

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR Report

16. INDEXING TERMS (6-12)	curriculum	elementary educatio	summer programs	Colorado migrant
disadvantaged youth	finances	administration	language arts	migrant educatio
environment	adult education	family	migrant workers	education act
demographic factors	child care	attendance	migrant pupils	migrant children

17. ABSTRACT (MAX. 250 WORDS)

Problems characteristic to educating the migrant child and the structure, content, and methodology of education that would meet the needs of migrant children were studied. The study was confined to migratory people who traveled in families and were domestic Americans. Topics studied included the administrative organization of educational programs, financial support of educational programs, social understanding, movement of migrants, causes of migration, aptitudes of migrants, curriculum needs, classroom methods, and teacher needs and preparation. Methods used included factual research studies, experimental studies, conferences, and workshops designed to broaden the readiness of teachers and administrators to deal with the problems of educating migrant children.

The study was centered in the Inter-Mountain Stream of the Southwest whose population was composed of Spanish, Anglos, and Indians. At least 95 percent had permanent homes to return to after seasonal work. Wage income from seasonal work in 1956 averaged $781 per worker, and averaged $1,145 per male family head. Although six or seven percent of the children were ahead of their age-grade status academically and 67 percent were behind, all were behind in social maturation.

Twenty-three recommendations were made on the improvement of migrant children's education. They included encouraging migratory children to attend a make-up school facility, revising school laws to provide compulsory attendance, establishing a migrant education section in the State department of education, providing a first-class program to meet the special needs of the children and adequate funds to run it, emphasizing the development of communication abilities in the curriculum, establishing adult education and child care centers, designing special testing instruments for multi-cultural children, and providing other changes that were necessary in the educational set-up in Colorado if the needs of migratory children were to be met adequately.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION

20. DIVISION OR DEPT.

21. CONTRACT NO.

PROJECT NO.

22. TOTAL COST OF PROJECT

23. DURATION OR PROJECT

U.S. Department of Health, Education, and Welfare
Office of Education

ERIC Form 1

Migrant Education

ED002658

PROVIDING EDUCATION FOR MIGRANT CHILDREN

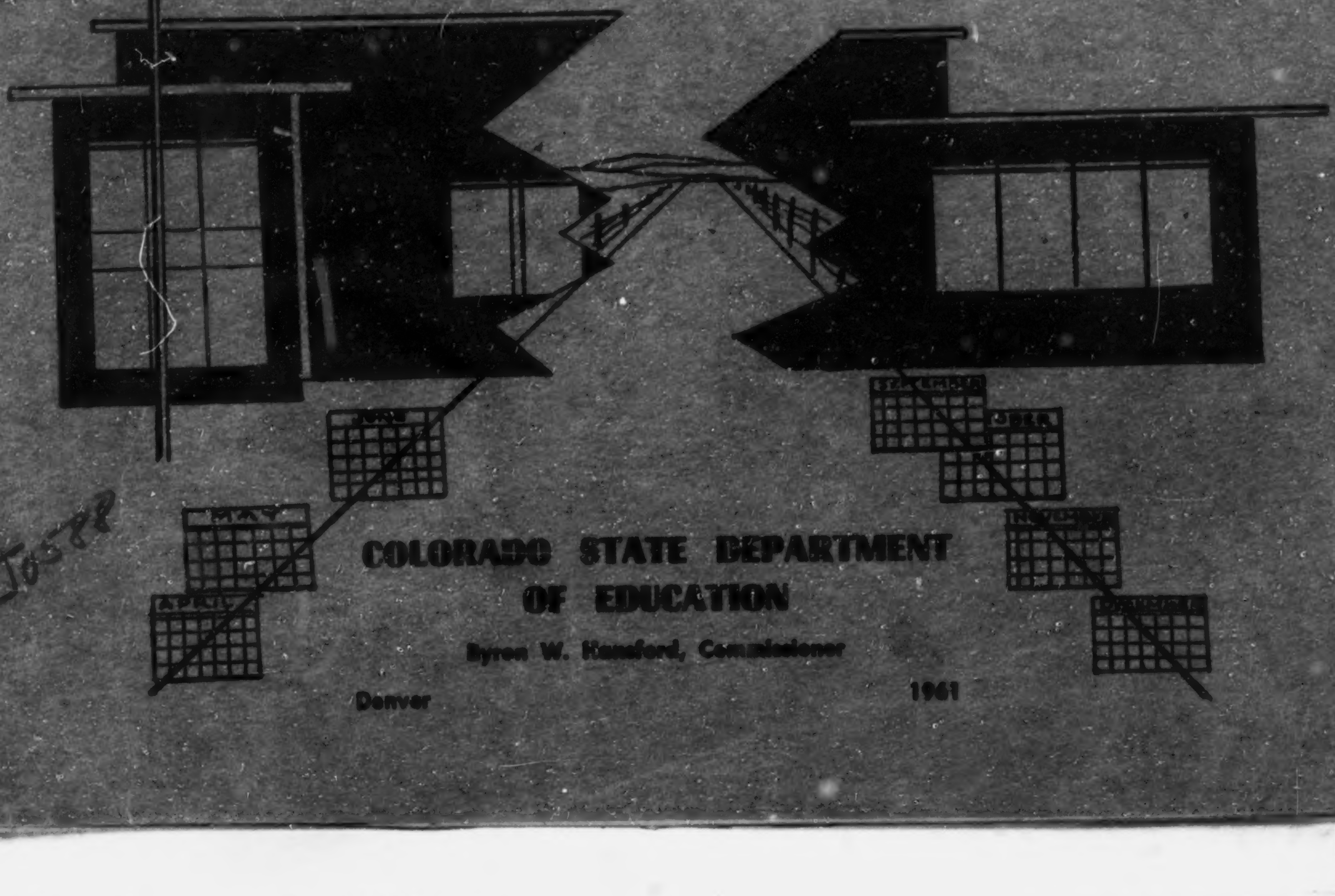
Migrant Education-~~General~~ State Report-Colorado

Potts
Providing Education for Migrant
Children
Copy #2

ADAMS [illegible]

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.



J0588

COLORADO STATE DEPARTMENT
OF EDUCATION

Byron W. Hansford, Commissioner

Denver 1961

PROVIDING EDUCATION FOR MIGRANT CHILDREN

Alfred M. Potts, 2d

Chapter VI
by
Helen Marie Redbird

Hand illustrations
Verna Katona

Photographs
Myron Wood

The research reported herein was performed pursuant to a contract with the United States Office of Education, Department of Health, Education, and Welfare, OE Contract No. SAE 307-7289, under sponsorship of the Colorado State Department of Education.

Office of Instructional Services
Leo P. Black, Assistant Commissioner

Denver
1961

ED002658

PRECEDING PAGE BLANK- NOT FILMED

State of Colorado
STEVE McNICHOLS, GOVERNOR
DEPARTMENT OF EDUCATION
OFFICE OF COMMISSIONER OF EDUCATION
DENVER 2

BYRON W. HANSFORD
Commissioner of Education

David L. Clark, Director
Cooperative Research Branch
Office of Education
U.S. Department of Health, Education, and Welfare
Washington 25, D.C.

Dear Dr. Clark:

In the past decade there have been constantly increasing public understanding and appreciation of the problems in the lives of agricultural migratory people. The report here submitted is an outstanding example of the means that help to bring about this broader knowledge.

Expressions from persons in all walks of life are indicative of the esteem granted to agencies which have aided in uncovering the facts about the conditions of migrant people. This State is thankful for the grant of the Cooperative Research Branch of the United States Office of Education which made possible this research, experimentation, and report. The Project studies have created firm ground for planning future programs.

The studies reported herein were centered in one state, but the findings should be useful to groups everywhere who are sincerely interested and willing to do something for improving the status of untold thousands of these children.

We feel that the data are of particular worth because they are based upon six years of experimental application, and thus have already proved their workability.

Very sincerely yours,

Byron W. Hansford

Commissioner

CONTENTS

Page

Letter of Transmittal iii
Contents iv
Charts v
Maps v
Illustrations vi
Tables vii
Acknowledgment viii
Definitions ix

Resume and Recommendations 1

Chapter I Origin and Support for this Study 11
Chapter II The Development of Colorado Agriculture 17
Chapter III The Colorado Migrant Flow 33
Chapter IV Social Profile of Agricultural Migratory People 50
Chapter V History of Migrant Education in Colorado 65
Chapter VI Findings of the Testing Programs 79
Chapter VII Enrolling Migrant Pupils 86
Chapter VIII Survey of School Districts Having Migrant Children in Regular Terms 100
Chapter IX Organization for Migrant Education 109

Bibliography 119

Appendix I Migratory Pupil Formula for Special Term School 121
Appendix II Agreement and Estimated Cost (form) 124
Appendix III Migrant Children In-school Census 127
Appendix IV Social and Personal Record 130
Appendix V Expenditures Report, Special Terms 133
Appendix VI Special Term Principal's Report 135
Appendix VII Pupil Record 139
Appendix VIII Transfer Double Postcard 143
Appendix IX Report Card 144
Appendix X Report of Employed Teachers 146
Appendix XI Migrant Children Education Act 147

CHARTS

Page

Chart I Number of Seasonal Hired Workers Employed in Colorado Agriculture by Week and by Origin of Worker, 1959 27

Chart II First Ten Crop Activities in Colorado Ranked by Total Man-Weeks of Labor Used 28

Chart III The Organization of Migrant Education Programs Within a State 111

MAPS

Colorado Areas of Migrant Labor Concentration 22

Agricultural Workers in Colorado 32

Migrant Labor Offices and Areas in Colorado 36

Places of Birth of 336 Children Enrolled in Pilot Schools 52

Home Bases of 339 Colorado Migrant Children 54

ILLUSTRATIONS

Page

"The problem is . . . to compensate . . ." 12

American for generations— 14

Help 15

"The Spanish-American came to the fields . . ." 20

"Which Way . . ." 30

"Strength or strife from dual cultures . . .?" 49

"Education, therefore, is abandoned . . ." 51

Vital Statistics on Families with Children 55

Occupational Pursuits of Migrant Male Workers 56

Occupational Pursuits of Migrant Female Workers 57

Percentage of Home Ownership by Migrant Familes at Home Bases 58

Development of Special Terms in Colorado 66

"She's all my idea!" 68

Learning can be fun! 68

"Tool skills are new to us!" 68

"Children must have school doors opened to them wherever they may be or a full education cannot be obtained" 71

"Material worth is one of the easiest values to understand . . ." 74

Minority cultural influence— 76

¿Me comprende? 80

"Never heard of manipulative skills . . . !" 82

The Principal says "Hello!" 87

Hurdles for the Advanced Child— 90

"Makes my mouth fresh . . . !" 92

"Never had **that** done, before . . . !" 93

—with a knife, fork, and spoon! 94

Type "A" 96

Concentration—amid stimulating props! 98

"Is money the proper medium for weighing the worth of the child?" 103

"The staff creates welcome . . ." 113

"Put your finger . . ." 113

"Tireless in effort . . ." 115

TABLES

Page

Table A. Maximum Numbers of Migrant Workers and Children in Colorado 38

Table B. With Whom Does Child Live? 53

Table C. Status of Father and Mother in 160 Migrant Families 53

Table D. Percentage of Migrant Families at Permanent Home Locations Having Relatives as Integral Members of the Family 55

Table E. Birthplaces of Fathers and Mothers of Migrant Children 56

Table F. Number of Rooms in Permanent Homes of 160 Migratory Families 59

Table G. Utilities and Modern Equipment in 160 Migrant Families 60

Table H. Fathers, Mothers and Children Who Speak Spanish Only 60

Table I. Fathers, Mothers and Children Who Speak English and Spanish 60

Table J. Fathers, Mothers and Children Who Speak Only English 61

Table K. Language Spoken by Migratory Children at Home and at Play 61

Table L. School Grades Completed by Migrant Fathers and Mothers 62

Table M. Scores by 272 Migrant Children on the Goodenough Intelligence Test 84

Table N. Summary of Teachers' Eestimates of Pupil Grade Status 89

Table O. Reasons for Absences in Migrant Summer Schools 91

Table P. Migrant Children In-School Census 104

Table Q. Bases of Origin of Migrant Children in Regular Term Schools 105

Table R. Retardation Among 603 Migrant Pupils of Known Ages in Regular Schools, 1958-1959 106

ACKNOWLEDGEMENT

Many persons aided in the preparation of this report, so space limitations prohibit the listing of every name. The enthusiastic support given by teachers, principals, and superintendents of the school districts that operated special summer terms for migrant children was of great worth. Members of the workshops at Adams State College contributed much to the wealth of knowledge and materials. Officers and members of migrant councils in Mesa and Weld Counties gave much in time and understanding. Colorado Agricultural Placement Service personnel contributed very cooperatively.

Special thanks are extended to Miss Helen Marie Redbird of Oregon College of Education and the University of Colorado who spent three months, at her own expense, testing migrant children and later recorded the findings.

Among the personnel of the Colorado State Department of Education who aided the Project are Theodore E. Albers, Dr. Leo P. Black, Mrs. Lucile H. Latting, Dr. Clifford F. S. Bebell, and Dr. Elbie L. Gann. William Tuchak served as a statistical clerk on the Project Staff during the first one and a half years of the three-year study. The interest of the past and present Colorado Commissioners of Education, Dr. H. Grant Vest and Dr. Byron W. Hansford, aided in smoothing rough paths frequently encountered.

Miss Fay Bennett and the Migrant Children's Fund, Inc., of Pleasantville, New York, made available $2,700 for teacher workshops in 1959 and 1960. Without the financial support of the Cooperative Research Program of the United States Office of Education, the study could not have been made.

To everyone who aided in any way sincere thanks are extended. Migrant children will be immeasurably benefited by programs that will be better because of each of your contributions.

Alfred M. Potts, 2d

Project Coordinator,
Migrant Education Research Project

DEFINITIONS

Age-Grade Status:
The relationship of chronological age to the school grade. Children normally start first grade during their sixth year.

Agricultural Worker:
One who works in the production of field crops.

Anglo:
A slang term of contrast, meaning an English-speaking person of European origin. The major population group of the United States.

Average Daily Attendance (ADA):
The arithmetic "mean" number of pupils who attend.

Bilingual:
A person who frequently communicates in another language—his mother tongue—as well as the indigenous language.

Classroom Unit:
An index of support, representing a number of pupils in average daily attendance, and reflecting the cost of maintaining one classroom for a given period of time.

Day Haul:
Transportation of agricultural workers between place of work and place of permanent or temporary domicile before and after work period each day.

Grower:
A farmer who produces agricultural crops.

Home Base:
The location considered by a migrant to be his permanent home, or residence area.

Interstate Labor:
Workers who work in a state or states other than the state of permanent residence.

Intrastate Labor:
Workers who work in the state of permanent residence.

Labor District, or Sector:
The geographic area served by a designated office or offices of the Farm Placement Service.

Local Labor:
Agricultural workers whose permanent homes are in close proximity to where field or processing work is performed.

Make-up School:
A school designed primarily to offer opportunity to children who are behind in school achievement to cover the lost work and regain normal age-grade status.

Mexican-American:
A United States resident with origins from Mexico.

Migrant:
A person who moves from place to place, sometimes crossing county and state lines, in pursuit of short term labor. Used more specifically in this study as designating the person who moves temporarily into a school district other than that of his permanent residence.

National:
A seasonal, agricultural worker who is a resident of Mexico, working temporarily in the United States.

Negro:
A person with dark skin whose ancestors originally came from Africa.

Processor:

One who prepares field crops for market.

Regular School Term:

The major school period of the year, usually extending through autumn, winter, and spring.

Season, or Agricultural Season:

The period from the beginning of crop preparation and growth to final harvest.

Seasonal Worker:

One who works in agricultural production or processing during limited periods of activity.

Spanish-American:

A native American with Spanish origins.

Spanish-Speaking:

A person who uses some form of the Spanish language—and who basically has some type of Spanish or Mexican cultural background.

Special Term:

The name of school periods operated in Colorado, especially for agricultural, migratory children.

Supervisory Unit:

An index of support, based upon classroom units, and reflecting the cost of maintaining school employees who direct the work of other school employees.

PROVIDING EDUCATION FOR MIGRANT CHILDREN

RESUME AND RECOMMENDATIONS

(Ed. Note: This brief of the findings and recommendations of this report will be useful to those who have need for applying any findings to immediate situations.)

Since 1955, the Colorado State Department of Education has operated a program of summer schools for agricultural migratory children. Moving with their parents from place to place in search of field work, many of these children miss much school time during the course of the year. Some do not get into school at all. Sixty-seven percent or more of them are retarded in age-grade status.

In 1957, the Cooperative Research Program of the United States Office of Education awarded a grant of $36,100 to the Colorado Department of Education to make a three-year study of "*The Improvement of School Organization and Administration to Meet the Needs of Children of Migrant Farm Workers*". To facilitate the research and experimentation, the Colorado program of special term summer schools was associated with the Migrant Education Research Project.

The purpose was to learn the nature of the problems characteristic to educating the migrant child, and to achieve both a structure of education and a knowledge of the content and methodology that would meet the needs of migrant children. Thus, the automatic limitation of scope indicated study of only those migratory people who travel in families and are domestic Americans. Each of the several major migratory streams has a varying composition of racial and cultural stocks. The East Coast Stream is composed of Negroes, Anglos, and Spanish-culture people from both Puerto Rico and the Southwestern United States. The Mid-America or Mississippi Valley Stream has a similar composition, but with proportionately more Spanish-culture persons from the Southwest. In the Inter-Mountain Stream, wherein this study was centered, the predominant group is the Spanish-origin stock of the Southwest with up to one-fourth Anglos and Indians, but virtually no Negroes. The Pacific Coast Stream has representatives of all of these groups in it.

The structure of the Project was developed to learn about:

(1) Organization for administration of education programs,
(2) Financial support of education programs,
(3) Social understanding,
(4) Movement of migrants and causes,
(5) Aptitude of the people,
(6) Curriculum needs,
(7) Classroom methods, and
(8) Teacher needs and preparation.

The methods used included factual research studies, experimental research, and conferences and workshops designed to broaden the readiness of teachers and administrators to deal with the problems of educating migrant children.

Agriculture in Colorado dates from approximately 1840 when it started with vegetable gardens at the trading posts in the eastern slope area. Farms were established east of the mountains and in the San Luis Valley in the 1840's and 1850's, but the prominent historic beginning was in 1859 and 1860 when demand for foodstuffs in the gold camps and the developing city of Denver prompted the creation of farms in river and creek valleys along the eastern slope of the Rocky Mountains.

The soil, altitude, and moisture conditions made for much experimentation, but it was learned early that many grains, vegetables, and fruits produced yields of high quality and quantity. Crop production competed with livestock enterprise for half a century until geographic areas became identified with most successful usage. By the turn of the century, the pattern of land use was well established and in 1901, the introduction of sugar beet culture rounded out the picture of Colorado agriculture.

The labor needs in crop production have been met in varying ways by different groups of people, but the present pattern of agricultural work developed between about 1918 and 1925. During concentrated periods of pre-harvest and harvest work, the extra labor required is imported into the area of need from other parts of the state or from other states. In this 35-year period, many Spanish-culture people have retained their close association with the land not through ownership of farms, but by supplying the labor needed by other farm owners.

Approximately three-fourths of the domestic mobile labor force of the state is composed of the Spanish-culture people who come from within the state or from states to the south. The remainder of the force is Anglos and Indians who come mostly from surrounding states. The Inter-Mountain Migrant Stream population has a characteristic dissimilar to any of the other of the nation's migratory streams. Very few of the people are permanent, year-round transients. At least 95 percent are people who have a permanent home location to return to at the end of a season of "on-the-road" work. The migrant labor families having children enrolled in Colorado summer schools depend upon field work for most of their cash income. The general pattern of movement is to leave the home base in mid or late spring, work crops through pre-harvest and harvest periods, and return to the home sometime in the fall or early winter. They work in from one to five different areas. Many end the season in southern cotton fields. Some have preference for certain types of work such as fruit picking. The hardest "stoop" labor is performed by the Spanish-culture people who are the newest arrivals from south of the border.

It is estimated that in the neighborhood of $30,000,000 of the state's agricultural production is affected by the labor of the domestic family group originating from both within and without the state. Wage income from seasonal work in 1956 averaged $781 per worker with the male heads of families averaging only $1,145 for the entire year.

Crop production requiring use of migratory labor is mainly centered in five areas of the state. East of the mountains the Valley of the South Platte and the Arkansas Valley have a considerable variety of crops. The San Luis Valley in the south-central mountains is more limited and specialized as is the Western Slope area in the west central and the San Juan Basin of the southwest corner of the state.

The sixteen labor areas designated by the cities where employment offices are located are used to define location of migrant labor throughout the state. These sixteen labor sectors are all located within the five geographic areas listed above.

An important question to be considered when planning "make up" education facilities for migratory children is: Which of these children are actually behind in educational and social development? The answer is: All are behind in varying measure. Though some 6 or 7 percent are ahead of their age-grade status academically and 67 percent are behind the status of normal grade expectancy, a very evident fact stands out: All these children are behind in social maturation, in the knowledge and understanding necessary to competent living in a modern society. Which of these children, then, should be required to attend make-up type schools? Should a record of school attendance during the immediately preceding year excuse the child from attendance at a make-up school? Because conditions may be expected to change somewhat from year to year, flexibility in meeting attendance problems should be provided in any migrant education program.

Recommendation No. 1. All migratory children of school age should be strongly encouraged to attend any make-up school facility operated in the area of temporary residence. The authority to regulate attendance in make-up schools should be placed in the state board of education.

A census study indicates there are about 3,800 school-age migrant children in Colorado each season. During the peak periods in all of the labor sectors approximately 3,700 are present. There may be some duplications in these figures as the count was of all those present and did not take into account the movement between areas. Peak labor periods occur at varying times in the sixteen labor sectors.

The state board of education can, with this authority, provide for compulsory or voluntary attendance as the future situation may require.

Recommendation No. 2. Special terms for migratory children should be operated in the following areas as indicated:

VALLEY OF THE SOUTH PLATTE

Fort Lupton. 1. Special term at Fort Lupton, if compulsory, to accommodate up to 800 children. If attendance is voluntary, more than 400 should be encouraged to enroll.

2. Local survey should be made to ascertain desirability of operating a second special term in this labor sector at a location other than Fort Lupton.

3. Special terms in this sector should be operated from six to eight weeks in July and August according to the need at the site of operation.

Longmont. A special term should be operated experimentally at Longmont, beginning with one teacher to serve up to 24 children. The term should operate for five weeks, beginning about June 1.

Loveland. With 150 school-age children in this area, a special term should be operated in Loveland for five or six weeks, beginning the third week of July. If not compulsory, an enrollment of 50-75 might be expected.

Fort Collins. A special term, with the location determined by further local study, should be operated for five weeks from about July 20. About 135 children are in the area. A voluntary attendance school might attract less than 75 because of the work in vegetables open to children.

Greeley. Two special terms should be operated, one north of Greeley, and one south of Greeley. About 350 school-age children are in the sector. The terms should start the second week of June and be for six weeks. About 200 might be expected in voluntary attendance centers.

Fort Morgan. The summer term at Wiggins should be continued. A special term should be operated experimentally in or near Fort Morgan for four, or possibly five, weeks starting immediately after the regular spring term ends. Up to 40 children might be in attendance on either a compulsory or voluntary basis in the second school.

Sterling. With less than 30 school-age children present in the peak period during the first weeks of June, a voluntary attendance school probably would operate at an excessive cost. If compulsory, a special term might be operated from spring term closing through the third week of June. Further study should be made before justifying a program at this location.

ARKANSAS VALLEY

Pueblo. With up to a score of children in the labor area east of Pueblo, a special term should be given further study if attendance was to be mandatory. Period of operation would be from school close to end of June.

Rocky Ford. Continue the special term which now operates at Rocky Ford. With compulsory attendance, the enrollment would be increased to about 140 from the present 80 to 90. Operate from the close of spring term for six weeks. Consideration should be given to enrolling local children of farm labor parents.

La Junta. A special term should be operated experimentally for a four - or five - week period immediately following the regular spring term. Up to 75 children could be enrolled. A volunteer school will require extra effort in encouraging both enrollment and attendance. Consideration should be given to including home-based migrant children.

Lamar. A local survey is needed to study the location of domicile areas of migrant workers. With up to 100 migrant children of school age, a special term could be operated for six weeks following close of regular spring term. Voluntary attendance would require extra enrollment effort. Long bus routes might be needed.

WESTERN SLOPE

Grand Junction. The special term now operated at Palisade should be continued for the length of time in late summer as needed each year. The number of children will fluctuate, but generally there will not be more than 100.

Local survey of the numbers and locations of children, if not living in the Palisade labor camp, should be made in the area west of Grand Junction to determine possible need for a school facility during early summer sugar beet work.

Delta. A five to six-weeks special term should be operated experimentally somewhere in the Delta school district in closest proximity to living quarters of the migrant workers. The school should be tried for six weeks, beginning the second week of June. Up to 50 children might be enrolled.

SAN LUIS VALLEY

Alamosa. A special term should be operated for a six-week period. It could be operated at any time during June, July, or August. Enrollment would be up to 50 incoming migrant children. This area is home-base for some migratory workers. Children of these workers should be included in the summer school opportunity. The special term might be located better at Estrella than in Alamosa.

Two other special terms should be operated at **San Luis** in southern Costilla County and the **Sierra Grande** school district in northern Costilla County. They should each accommodate home-based and incoming migrant children.

Monte Vista. This is a home base area for many agricultural workers of Spanish background. The summer special term operated in 1960 at Monte Vista for home-based children of retarded academic and social maturation should be continued and expanded to include all children recommended by school officials because of retarded status. A six- to eight-week special term could be operated any time from June 1 to the middle of August.

SAN JUAN BASIN

Cortez. The influx of seasonal workers starts late in August and the work period extends into early November. No summer school for migratory children is warranted.

In the above review of possible special term locations, three types of recommendations are made. In twelve locations there is specific proposal for operating special terms in summer periods. The twelve locations are:

Fort Lupton
Loveland
Fort Collins
North of Greeley
  (Eaton or Windsor)
South of Greeley
  (Weld District No. 1)
Fort Morgan (Wiggins)
Rocky Ford
Palisade
Estrella or Alamosa
San Luis
Sierra Grande
Monte Vista

Four special terms should be organized and operated experimentally at:

Fort Morgan
Longmont
La Junta
Delta

There are five areas where further study of the local conditions is needed before final decisions about operation are made. The chief information needed is the locations of living quarters of migrants, to determine which school buildings could be utilized. These are located in the following areas:

Brighton
Sterling
Pueblo
Lamar (very questionable)
West of Grand Junction (Fruita)

Recommendation No. 3. The state legislature appropriate money from the state's general fund to the public school fund for operation of summer special terms for agricultural migratory children.

See Appendix XI.

Recommendation No. 4. The State Board of Education be given authority to establish formulas based on ADA (Average Daily Attendance) for distribution of state support for special terms.

See Appendices I, II, V, XI.

Recommendation No. 5. The federal congress assume the responsibility of providing full financial support for the education of inter-state agricultural, migratory children in a program of reimbursement to school districts through state departments of education.

The principle of state and federal support is logical in a situation where one school district assumes the responsibility of operating a school designed to serve children from other districts in either the home or neighboring states. There should be full reimbursement for current operating expenses.

Recommendation No. 6. Colorado school laws revised to provide compulsory attendance for migratory children in regular school term. Interpretation of residence for school purposes must be clarified.

See Appendix XI, *State of Colorado, Migrant Children Education Act.*

The intent of public education is to provide opportunity to every child to prepare for living a good life in a free society. State school laws relating to attendance need revision to make school attendance mandatory for all migrant children during regular terms of public schools. For education purposes, the migrant child's residence should be where the child receives shelter and the necessities of life.

Attendance of migratory children in regular school terms is treated in the section below. Special effort to locate these children, enroll them in school and provide complete programs for them should be made within each school district.

VALLEY OF THE SOUTH PLATTE

Fort Lupton. Some migrant children enter the area late in the spring term. It is estimated there are in excess of 100 children in the area during the fall term. The number will taper off into the month of November. All school districts in the labor sector should make extra effort to locate and enroll migrant children in the regular school terms. The Fort Lupton school district would receive the largest number because of the proximity of the labor camp. Extra facilities would be needed.

Longmont. There are a few school-age migrant children in this section the last two or three weeks of the spring and probably not over 15 in the early fall. The number could be absorbed in the schools with a minimum of planning.

Loveland. A small number of children enter the area in mid-May and a slightly larger number stay in the fall into mid-October. The number could be absorbed without creating need for extensive arrangements.

Fort Collins. As many as 30 to 50 children of school age enter the area after May 1. About the same number should be enrolled in the September-October period. Spread among the several schools, these children could be cared for with a minimum of extra planning.

Greeley. The several school districts in the Greeley sector could receive the limited number of children who enter in mid-May with limited extra preparation. Some schools might have to make extra preparation to care for their share of the 100 to 200 children who stay in the fall months.

Fort Morgan. Up to 150 children enter this sector during the last three weeks of May. Enrolling and providing facilities will require some extra planning and expense.

Sterling. No migrant children enter this area when regular schools are in session.

ARKANSAS VALLEY

Pueblo. Not more than a half dozen children are in this sector in late spring and early fall. Schools could easily accommodate them, but there would be some difficulty in locating the children.

Rocky Ford. There are more migrant children here in the fall period than in the spring. Possibly as many as 100 are of school age. The Rocky Ford system enrolls up to 60 of these children each year. All school districts should locate and enroll the children in their respective areas of responsibility.

La Junta. Fifty to 60 children enter this labor sector during the last half of May. In the fall months, there are as many as 100 until early October. When all are required to attend, some extra planning would be needed to properly provide facilities and teachers.

Lamar. Very few migrant children come into the Lamar labor area before the close of the regular spring term. As many as 200 should be enrolled in the fall months, with some staying until November.

WESTERN SLOPE

Grand Junction. Only a very few migrant children enter the area in May. There are usually more in the fall months, but not enough to require unusual preparation. During both spring and fall, the extra children can be absorbed in the established classes.

Delta. Up to 45 children are in this labor sector during September and the first half of October. The school district which embraces this area should be able to receive the children into the schools without disruption.

SAN LUIS VALLEY

Alamosa. Few children come into the Alamosa region during the spring period. Up to 80 are in the area in the September-October period. Spread among the schools, these children can be accepted into established classes. All schools of this labor sector should remain open during the potato harvest period in September and October.

Monte Vista. A major problem exists with close to 500 school-age children entering the area in September and October. Even if divided among the schools in Monte Vista, Sargent and Center, the large temporary enrollment would require planning for extra facilities and teachers. If all the schools remained open during potato harvest, September 20 to October 20, many of these children very probably would not be brought in by their families.

SAN JUAN BASIN

Cortez. The migrant workers are in this area in the fall months. There are up to 180 children in September, with the number tapering off to November 1. Many of these children are Indian. Special provisions should be planned to put them into schools for the periods they are in the region.

The preceding resume of the locations of migrant children in the state during regular school terms shows a potential of more than 1,500 who should be placed in schools for varying periods of time, mostly in the fall months. With all affected school districts making an effort to locate and enroll these children, it is probable that approximately 1,200 would actually be enrolled. Receiving migrant children always involves some planning about enrolling and welcoming them, providing space, teachers, equipment, materials, and books. Only when large numbers are concentrated in single school areas are extra teachers or classrooms required. In most situations in Colorado, the children can be assigned to several schools, reducing the problem of extra preparation. It must be borne in mind, however, that assigning migrant children to regular classes when the teachers already have a full load will not allow the attention to migrant children that they need for satisfactory advancement in learning.

Recommendation No. 7. The state legislature appropriate money from the state's general fund to the public school fund to reimburse school districts for the costs of educating in the regular school terms agricultural migratory children who come from other school districts. (See Appendix XI).

Recommendation No. 8. The State Board of Education be given authority to establish formulas based upon ADA (Average Daily Attendance) for distribution of state aid for migrant children attending regular terms of school. (See Appendix XI).[1]

Recommendation No. 9. The federal congress provide full financial support for the education of inter-state, agricultural, migratory children in a program of reimbursement to school districts through state departments of education.

Fully implemented support for children in regular term schools is necessary because school districts are legally restricted to use of local tax receipts for the education of resident children. Federal support is premised on the fact of the inter-state nature of this education problem and the desirability of educating adequately all children everywhere.

✓ **Recommendation No. 10.** A migrant education section should be provided in the state department of education.

The function of this section in the state department of education would be to implement the state department of education's role in providing leadership for:

(1) Inaugurating programs to gain community acceptance for assuming responsibility in migrant education,

(2) Work with lay groups and education staffs in planning and implementing initial programs leading to acceptance of responsibility by the community,

(3) Offering assistance and leadership in planning migrant schooling in both summer and regular terms,

(4) Providing professional advisory service and leadership in organizing programs for teachers and supervisors in migrant education programs,

(5) Providing state-level supervision and administration, and

(6) Assisting with programs of state and/or federal financial support.

The state's organization for providing education to migrants should include facility to maintain continuing studies regarding content and methods for grades or groups, and other problems relevant to the education program.

Workshops and conferences for aid to in-service teachers are important to continuous improvement of program. Pre-service preparation of teachers in college courses stressing classroom and organizational problems and methods are desirable.

✓ **Recommendation No. 11.** The agricultural migratory children who are home-based in Colorado constitute a problem for education that must be recognized and thoroughly defined. A program should be created to meet adequately the educational needs of these children.

Twenty-seven percent of the children enrolled in summer special terms were of permanent Colorado residence. This sampling would indicate that approximately 950 Colorado children enter the regular migrant streams. There is much evidence to indicate that many more Colorado children are in the category of agricultural migrancy. The number of seasonal field workers who work within the home county or in neighbor counties without ever going to distant points in the state represent many families with children. Sometimes children accompany Colorado's home migrant workers; many times they do not. The children of this group of marginal workers create a problem for education that should receive more study with the purpose of adjusting or augmenting education programs to meet more completely their total educational needs. A large proportion of these children are of the Spanish-culture background. Communication inadequacies are a basic cause for the perpetuation of the learning problems from generation to generation.

---

[1] See **The Programs of Education for Migratory Children in Colorado.** This publication of the Colorado State Department of Education describes the organization of a state-supported program in regular school terms to be implemented beginning in 1961.

Recommendation No. 12. Kindergartens should be provided for migratory children.

In the period 1958-1960, migrant children from four years of age to fifteen years enrolled in the summer school programs. It was determined that four-year-olds should attend child care centers, rather than school. The advantages for kindergarten experience by five-year-olds are very great because the home situation limits the development of the basic knowledges, group association awareness, manipulative skills and communication abilities.

Recommendation No. 13. School programs provide for maximum attention to development of communication abilities in migrant children.

Racial, cultural and social influences in the lives of these children limit the development of abilities to receive and understand, as well as the ability to transmit thoughts. Limitation in language usage is very evident in both the home-spoken and the secondary tongue. Lack of understanding precepts and concepts is due to the low-level familial patterns that fail to transmit knowledge and understanding to the child. The school is, perhaps, the only agency that can offer to most of the children sufficient opportunity to expand knowledges, appreciations and understanding of the world, peoples and activities about them.

Recommendation No. 14. An experimental program be undertaken to further the education of migrant adults in both "on-the-road" situations and at home bases.

The school experience and vocational preparation of migrant adults has been insufficient to prepare them for satisfying and successful participation in society and the economic structure. Doubt is expressed about possible success of adult education programs while the people are "on-the-road", but programs at home base areas should prove to be effective in stimulating greater social participation and creating citizenship abilities and skills in vocational pursuits. Characteristics exemplified in the close family ties of the Spanish-culture groups and the rather high rate of home ownership can serve as bases for development of curricula content. First emphasis should be placed on socially-significant knowledges, as sanitation, health, basic family economics, and on vocational skills.

Recommendation No. 15. The obligation to provide education facilities to migratory children be accepted by every level of our societal structure and by the representative agencies.

The need, value and success of educating children in preparation for assuming the responsibilities of operating the national society in adulthood have been historically proven in the United States. The young are the future makers and owners of the world. The principle for determining basic questions of responsibility in educating migrant children is simply that society prospers with a prepared citizenry and falters with an ill-prepared population. If all levels of our structure—local, state and federal—accept this basic principle and operate by it, there should be little trouble in deciding the division of the burden and responsibilities.

Recommendation No. 16. An area of weakness in the structure which prepares migrant children for adulthood is the education received from the family. Migrant education programs, without encroaching upon familial rights and responsibilities, should attempt to supplement the preparation for social understanding and maturity by an experience curriculum designed to develop the group and cultural knowledges commonly required in the American social community.

This recommendation calls upon the teacher, and all planners of curricula for migrant children, to develop effective experience programs through which the child will learn the processes of group association, of cooperative endeavor, of relationships between the contributions and actions of different people of democratic processes. Social understanding is one of the great voids in the lives of migrant peoples. Traditionally, the home, the church and community activities are relied upon to instill affirmative attitudes and values into the lives of American children. Migrant homes are weak in this function and there is no participation in community activities. It appears that the school, the community, and the church, though the latter is weakened by the mobility of the people, can effectively assume much of this function in the preparation of the current school-age generation.

✓ **Recommendation No. 17.** Scholastic aptitude and achievement testing instruments designed especially for multi-cultural children should be developed.

Existing testing instruments, because of language and cultural factors, do not reliably measure the potential or the achievement of these children. This is particularly true in the primary and intermediate years before adequate mastery of written language is achieved.

According to a sampling of children with three widely used scholastic aptitude tests, one can conclude that these measurements placed the mean I.Q. of the children some 20 I.Q. points below the nominal mean of the general population. The estimate of teachers experienced with this group of children indicates a belief that the mean I.Q., in actuality, is only a few points below the common population.

The children who exhibit exceptional intelligence do constitute a challenge to our society. Are we going to lose the talents of these children by default in failing to provide opportunity for them to prepare fully for participation in society according to their high potential? The least responsibility that can be assumed by the agents of society is the advising of parents of the child's possibilities and encouragement to continuously maintain the child in school.

✓ **Recommendation No. 18.** In planning education programs for migrant children, financial support should be provided in sufficient amount to operate a first-class education program with ample funds for the extra activities such as transportation, hot lunches, health, equipment, and materials. Physical facilities should be spacious and adequate to the needs of the program.

Migrant children live in an envirnoment which is weak in opportunities to learn the factors that give enrichment to understanding. Rather than attempt to educate this child in a barren room, the teacher must be provided with a wealth of tools and materials to allow development of experience activities. Learning by vicarious means is the least and last of methods to be used. With the economic limitations of the low-income migrant parent, only a portion of the children will contribute lunch fees to a hot lunch program. It is better to encourage broader contribution by placing a low cost on the meals than charging the actual net cost and having fewer contributions.

✓ **Recommendation No. 19.** The school and the community must assume a major responsibility in getting migrant children into school.

The premise that society will benefit in every way by educating the total citizenry is basic to assumption of this responsibility by the school and community. Even with compulsory enrollment, effort must be expended in locating, advising, and persuading migrant parents to send their children to school. Wide publicity will bring in the willing ones, but personal contact ordinarily is needed to get the more reluctant or disinterested ones into school. The greater the portion of a community that becomes involved in advertising the school, the easier will be the final effort required from school personnel. Active school programs for migrants will tend to make families more cooperative, interested, and understanding about the need for schooling, so that, within a few years, patterns of movement will be influenced and planned to conform to educational opportunity.

Recommendation No. 20. The organization within a state of a migrant education program should parallel the established structure of education. The pupils, the school staff, and maintenance of the school facility are the purposes for which all the remainder of the organization exists.

The structure of education is based in the local school district, which assumes responsibility for providing educational opportunity to the migrant child. With the physical facilities, the local district should provide a professional staff thoroughly dedicated and prepared for the task of teaching these children.

The state board of education, with the assistance of the state department of education, assumes the responsibility of providing professional leadership and support for the individual school district effort. This function should be placed in the migrant education section with personnel adequate to the statewide program undertaken.

Special structure is needed because the problems inherent to educating the migrant child are a form of special education.

> ✓ **Recommendation No. 21.** The chief concentration of effort in a migrant education program should be centered in getting the children into the regular terms of schools, wherever they go for whatever period of time they are in each school district.

With all state and school-district-line consciousness abolished, and acceptance of unreserved responsibility by each school district for the education of the migrant, the children of the Inter-Mountain Stream would ultimately be attending school on a reasonably regular basis. The loss of learning would come more from unfamiliar new school situation than from loss of time when moving. The need for make-up school would gradually diminish during the next decade. Compulsory and enforced attendance are necessary, with adequate truant or social workers to locate and aid in keeping migrant children in school attendance.

> ✓ **Recommendation No. 22.** Serious consideration should be given to the establishment of child care centers during seasonal work periods in areas of worker concentration.

There are many reasons for the operation of child care centers. Health and safety factors, releasing other children to attend school, releasing parents for profitable work are some reasons, but above everything else, there is need to help these children live some portions of their early lives in environments happy and rich in opportunity to learn socialization and patterns of behavior that are widely accepted in the American society. Commonly accepted values can be instilled in play programs during this formative period, social attitudes toward people can be developed. Readiness for entering the school situation can be increased in each child more effectively than it now is developed in the home environment.

It is not advocated that public funds be used for these child care centers, but all concerned public agencies and personnel should assist community volunteer efforts in promoting the organization and the operation of centers for children of three and four years of age.

A more complete acceptance of responsibility throughout the United States for creating opportunity that will aid migrant children in the development of their best potentials will strengthen the succeeding American generations immeasurably.

> **Recommendation No. 23.** A "summit" meeting of the chief state school officers of Texas, New Mexico, Arizona, Colorado, Nebraska, Wyoming, Montana and Idaho to agree upon a coordination of school facilities for interstate migrants.

Building upon the Project's *"Cooperative School Attendance Program"*, a plan for encouraging school enrollment in every location visited can be devised and implementation agreed upon. Without involvement of the highest state school officials, agreements made for cooperative interstate programs will never be effective.

Leaving migratory children to participate at will in the public school program of the state will not get the needed job of education done. The two elements that are very essential in an effective education program for them are (1) getting them into a school, and (2) once in the school, meeting their particular needs in a manner that will be meaningful to them.

PROVIDING EDUCATION FOR MIGRANT CHILDREN

CHAPTER I

ORIGIN AND SUPPORT FOR THIS STUDY

From 1955 through 1957, Colorado recognized the need for educating children of seasonal, agricultural workers by operating summer schools specially for them in areas of worker concentration. In the latter part of 1957, the State Department of Education made application to the Cooperative Research Branch of the United States Office of Education for a grant to support a study of the problem of educating agricultural migratory children.

The request was approved and $36,100 was made available over a three-year period, January 1, 1958 through December 31, 1960. The Migrant Education Research Project was made a section of the State Department of Education. The approved study had the official title: "The Improvement of School Organization and Administration to Meet the Needs of Children of Migrant Farm Workers".

The State Department of Education contributed much to the successful operation of the project. Beside offices, printing and materials, it gave the part-time services of several professional staff members. The largest single contribution was the financing of experimental summer schools of which there were four in 1958, five in 1959 and six in 1960. In these schools the local school districts contributed buildings, facilities and supervision above the principal level. The state public school fund met the current daily operating expenses of the schools. In the three years, this item alone totaled $85,151.49.

THE PROBLEM

Approximately 3,800 school age children accompany farm workers into some part of Colorado during the agricultural season. It is believed there are possibly two to three or more thousand additional Colorado children who might be referred to as marginal migrants. This latter group originates chiefly in the southern part of the state.

These children are from low-income, minority group families that do both agricultural and odd-job work. Because of loss of schooling due to absence when in the migrant stream or to language or cultural barriers, their educational accomplishment is impaired in a manner that prompts early retardation in age-grade status.

The problem is to provide adequate educational facility for children who live in circumstances which include at least three handicaps to the educative process. These are mobility, cultural traits different from the major culture population, and language insufficiency in both the major and minor culture tongues. The matter of mobility is treated here, but cultural differences and language deficiency will be presented in a later section.

Mobility

These children do not remain throughout the school year in the same location. The general pattern is for the family to "take to the road" from the home base location in April, May or early June. The family may join a crew in which the crew leader or contractor has already made commitments to work on specific farms for certain periods. All able people in the group—men, women and children—may have opportunity to work at some time. Or the family may move out on its own initiative, going to areas previously visited or where there is definite word or rumor of work. Among the Colorado migrant stream, it is known that worker groups seldom move to more than five locations a year. Most workers seem to visit one, two or three locations.

If the family starts the move before the home base spring school term is completed, the children lose the balance of the year. In many cases, the child moves without securing a school record indicating status in school. There is evidence that more families now keep children at the home base until completion of the school term. A few years ago little concern was given to the matter of early removal from school. As parent interest has developed, there is more effort made to secure school records and carry the record in their travels. In one Colorado summer special term for migratory children, with an enrollment of sixty-one in 1960, there was not a single child over seven years who did not bring a record of his previous year's schooling with him to the summer term. The records indicated that attendance through the winter terms had been quite good. This in contrast to two and three years previously, when not a single child had any record of the year's schooling, and several had said they did not go at all.

The families generally stay out throughout the summer, returning home at some time between September and December. This means for school-age children that some school may be missed in the spring toward the close of the term, and up to several months missed in the autumn. Comparatively few migrant children enroll in schools in the spring at the beginning of their annual work period. A considerable number do enroll at points of temporary residence in the fall.

"The problem is . . . to compensate . . ."

Thus, mobility during several months of the year causes children to lose schooling for the minimum periods when moving from place to place, but generally the pattern for the majority is a loss of schooling for the total time while "on the road". If children would attend school promptly at every location, the loss in learning due to days absence and days of refamiliarization could be made up in a few weeks of summer school. Retardation comes about when several weeks or several months of a regular term are missed. If the child does not enter any school in the fall, for example, until November or December, the early learning in a grade is completely lost. If entrance then is in a class where the teacher can give considerable time to the child and teach the elements of the missed period, the child would have a reasonable chance of catching up to the grade level. But few situations permit time for individual teaching. The teacher often, because of large classes, attempts to do group teaching and in this situation with the early months' learning lost, the child remains in a state of confusion during the entire year.

The problem then is to recognize the factor of mobility and attempt to compensate the time and learning losses by getting the child into school whenever and wherever he happens to be. This must be done for a sufficient period each year to allow mastery of the entire subject content of the grade, and for the social maturation at least equivalent to what would be achieved in a permanent status grade.

This study is concerned with learning the status of migrants in these situations in order to recommend an organization of schooling that will meet the needs of migrant children. It is necessary to know their movement, their economic status, their societal maturity, and about all problems that will throw light on their needs. With the total picture unfolded, conclusions have been reached to meet and alleviate the education need. The process has been one of factual research combined with applied action research. Experimental summer terms have been operated through which much has been learned of the people, of the education needs at many levels, and of methods that operate satisfactorily in meeting their characteristics and situations.

The creation of educational opportunity is desired to make it more possible for every individual of the migrant streams to expand his own abilities to the fullest extent of his capacity, and to help him become as strong a person as possible to better fulfill his place and to strengthen our whole society.

SCOPE AND LIMITATIONS OF THIS STUDY

This study on education of migrant children was centered in the state of Colorado. Even though the several migrant streams of the United States differ in the composition of racial stocks composing them, with the Inter-Mountain stream which passes through Colorado having a large majority of Spanish-culture people, it is believed the studies to identify organization of educational effort are almost equally relevant to all migrant streams.

Herein are studied the peoples, conditions and functions of the agricultural, seasonal worker who comes to our farms to supply labor at periods of heavy labor demand. In Colorado, these workers, in varying numbers, are in the state from mid-April until late November each year.

It must be recognized that migrant streams are not permanent, fixed structures that have specific beginning and ending places. Nor do they have the same composition year to year. For example, the Inter-Mountain stream can maintain a predominant number of Spanish-culture people in it, but the men, women and families will vary. The Garcia family may have eight workers in it this year and go for the season within the state of Colorado. Two of the members may secure permanent jobs before next season, and the group may add another worker making seven workers next year, and the group may decide to go to Michigan, completely by-passing Colorado. Some family groups may keep about the same composition for several years, and return to the same areas or even the same farms for seasonal work.

Domestic American Workers Only

The problem of educating migrant children involves only domestic American workers. As the children are the center of interest, this means that only seasonal workers who travel with their families are involved. By domestic worker is meant all members of a family—fathers, mothers, uncles, aunts, cousins, children, or affiliated workers who travel with the family unit and who are residents of the United States. The study has not been concerned with Mexican Nationals, or any off-shore worker groups who come into the United States or contract to do farm labor and are composed totally of adults.

Significance Broader than Colorado

The findings in this sample section of a migrant stream may conceivably be applied, with only minor necessary adjustments, to other streams in the country. While the complex of mobility will have different patterns, the fact of mobility, of varying personal characteristics, of socio-economic status are always factors to be contended with, and must be taken into account in planning similar purposeful programs for any stream group. The structure of education of migratory children desired for this geographic area probably can be adapted successfully to any of many other areas.

American for generations . . .

STRUCTURE OF THE PROJECT

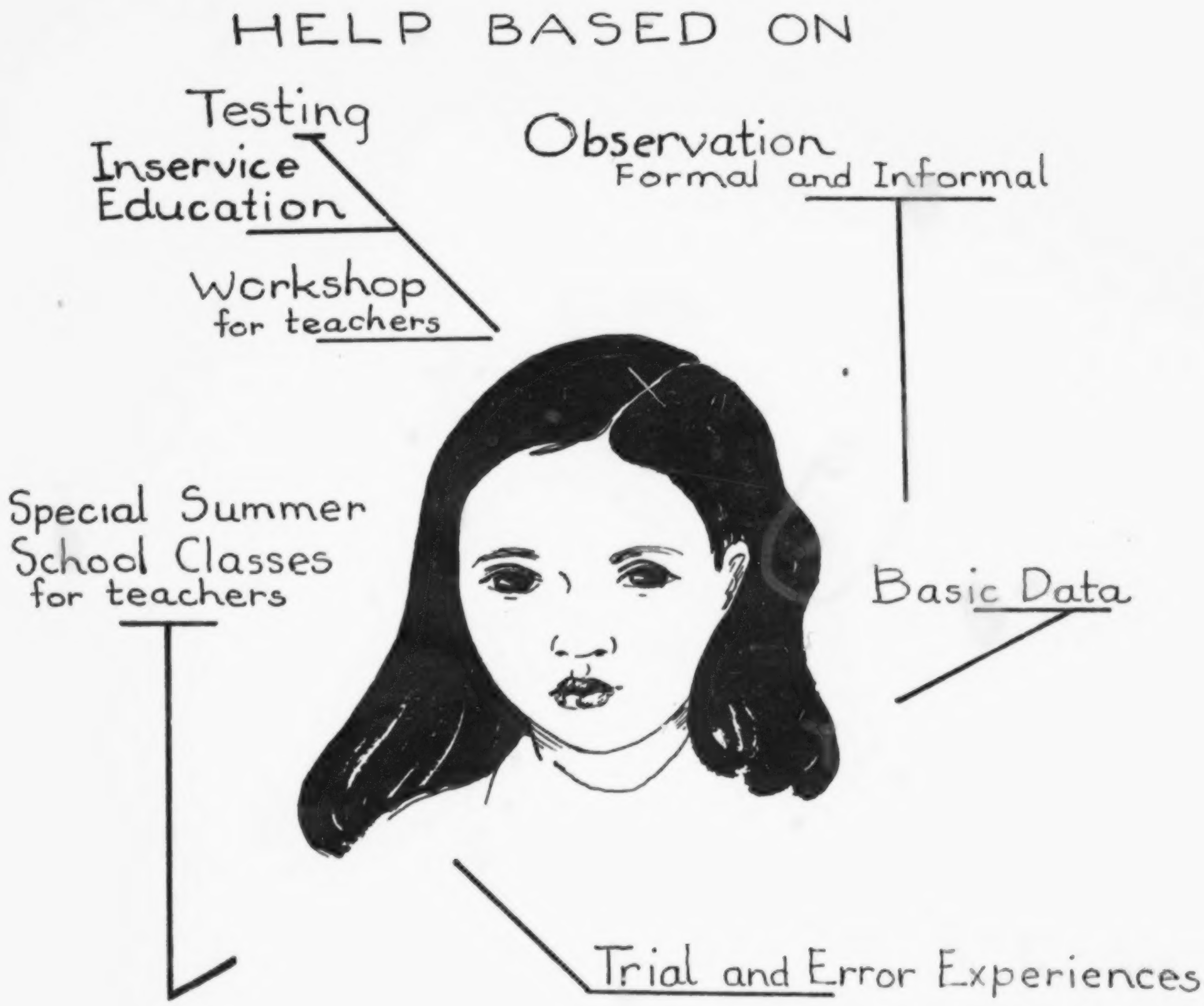
The Migrant Education Research Project was designed to accomplish the specific purpose of studying the need and developing recommendations for an adequate program of education for migratory children.

To aid in facilitating studies and accomplishing experimentation, the Project staff was given the responsibility of state-level administration of the Special Terms for migrant children. During the summers of 1958, 1959 and 1960, fifteen (15) Special Terms for migratory children were operated. Ten of these were for six weeks periods, three for five weeks, and two for periods up to thirty-eight days. In 1960, two terms accommodating a total of slightly over 300 children were operated at the home base area of children whose parents worked in agriculture.

The summer terms were utilized for experiment and learning by doing. The teachers in these schools made many contributions directly and indirectly to the total project. Basic data were collected about children, parents, and families through the schools, but most important was the knowledge about the characteristics and needs of the children amassed by teachers and transmitted in reports, conferences and workshops.

In 1958, a testing program was designed for execution in each of the four schools operated that year. Miss Helen Marie Redbird, from an Oregon teachers college, conducted the intelligence testing program throughout the summer months. Achievement tests were administered by the school staffs. The findings from the testing program are treated in a section of this study.

Several defined studies were undertaken to ascertain data in specific fields. Information was secured from the experiential learning of staff personnel, through study of employment department and agriculture reports. Much of the understanding accomplished developed from trips throughout the state. To secure a thorough knowledge of the scope and significances of agriculture and its problems, it was necessary to know not only what the grower did, but how he operated, the problems he encountered, and the attitudes prevailing among growers, community


HELP BASED ON
Testing
Inservice Education
Workshop for teachers
Observation Formal and Informal
Special Summer School Classes for teachers
Basic Data
Trial and Error Experiences

folk and migratory farm workers. The pulse, attitudes, responses of migrant workers were better learned and evaluated in informal observation than in formal questioning. Though some responded freely in more formalized conversation, there was evident with most a certain restraint somewhat typical of the American attitude of 'What good is this anyway? How will it help me? So, it's my own business-' It was evident that individuals were being dealt with, and generalities about the people must be accepted with wisdom and restraint.

Another major contribution of the project was the program of in-service education conducted for teachers actively engaged with migrant children. In 1959, a four-week full-time workshop at Adams State College had the theme "Curriculum for Migratory Children". Most of the thirty-two teachers, principals, school superintendents, and welfare workers in attendance had already amassed considerable experience with migrant children. Though much that was new was learned from consultants and from each other, the greatest contribution came from the teachers themselves in the creation of a guidebook for teachers of migrant and bilingual children. The guide entitled *Learning on the Move* was published by the Colorado Department of Education. It is being used in numerous schools in many states.

The 1960 workshop had a dual purpose over a five-week, full-time span. It was also held at Adams State College, Alamosa, Colorado. The Migrant Children's Fund, Inc. of Pleasantville, New York, co-sponsored both the 1959 and 1960 workshops. In 1959 it contributed $1,500 for scholarships, and in 1960, $1,200. The workshop personnel was composed of thirty-one teachers, principals and superintendents, two-thirds of whom had had limited experience with major migrant stream children but had taught multi-cultured pupils. The dual purpose was to instill a broad understanding of the facts and problems about migrant children, and, secondly, to develop a broader comprehension and appreciation of the problem of attitudes and values possessed by these children. An exploration of possible means deliberately to teach for and develop desirable attitudes and values in children of limited socio-economic status was a purpose of the workshop. This exploration, attested by students' own statements, brought about an amazing development of appreciation and understanding for the broader responsibilities that are a requisite to complete teaching.

The project was in no sense a theoretical study. It has been an action research effort aimed to find an effective means to educate migrant children. The means have been tried in a fully implemented program of education. What has been learned has been learned through two means: Deliberate studies and, more important, by trial and experience. It is candidly stated that empirical idealism is the influence throughout the study.

PROVIDING EDUCATION FOR MIGRANT CHILDREN

CHAPTER II

THE DEVELOPMENT OF COLORADO AGRICULTURE

1840
1850
1859
1866
1901

The beginnings of agriculture in Colorado date back to approximately 1840. In the late 1830's, there was at least one settlement in the Arkansas Valley above Bents Old Fort that grew some grains and vegetables. The inhabitants of the pueblo were old trappers who had taken Mexican women as their wives. This type of settlement, however, disappeared after a few years.*

In 1843, Fremont observed grain and vegetable fields and gardens with occasional pigs in the valley of the South Platte. Lancaster P. Lupton may have been the first American seriously to have raised crops in this area though there are evidences that St. Vrain at his posts also grew some things. By the 1850's, several valley areas were providing high yields per acre.

The first settlements that were made in the state chiefly for purposes of farming were in the San Luis Valley in the early 1850's. These were made by people of Mexican or Spanish-American extraction who came in from the south bringing livestock and seeds with the express intent of farming the land. The account of these endeavors indicates early troubles with the Ute Indians, but the settlers persisted under protection of a garrison in the valley. It is said that the irrigation systems developed with water from the mountain streams were greatly to be admired, but the actual farming done by the New Mexican settlers did not make the best looking fields. However, even at the 7,500 foot elevation, crops made rather bountiful harvests. Agriculture persisted in the San Luis and South Platte valleys.

The Homestead Act of 1862 was not to the liking of the farm settlers, but it did mark the beginning of a new epoch in the settlement of western lands. Through the 1850's, much attention was given to the opening of new local supplies of foodstuffs. Every new mill that opened was given considerable publicity as a step toward "reducing the price of bread".

The years 1859-61 were really the first surge in farming activity in both central and southern Colorado. The growing towns and mining camps were ready-made markets clamoring for farm produce. The first 100-cow dairy herd was on the Huerfano

---

*The source of material in this section: Steinel, Alvin T. and Working, D. W., **History of Agriculture in Colorado.** (The State Agricultural College, Fort Collins, 1926).

in 1860-61. It made butter and cheese to supply Denver and the mining camps. During this first great effort in farming, many prominent men participated. High prices of produce, about twice as high in the mining camps as in Denver, influenced an early sound foundation for the new industry.

In 1868, Dr. William R. Thomas of the *Rocky Mountain News,* made extensive horseback trips up and down all the farmed valleys along the eastern slope, including the Platte, Cherry Creek, Fountain Valley, the Huerfano, the Beaver and Hardscrabble, Cucharas, and later the Clear Creek Valley, Boulder Creek, St. Vrain, Big and Little Thompson and the Valley of the Cache la Poudre. He described in detail the crops, conditions, acreages, yield, and prospects for every area. Yields were excellent and markets were good. Wagons were used to haul produce to the market areas.

At this time, the emphasis in agriculture was on crops rather than livestock. Only a few of the larger ranches in the southern part of the state were running cattle and sheep in large numbers. Cattle were fattened on grass. Virtually all farming in the eastern slope area was done by men of American stock. The former Mexicans were not possessors of land.

A significant statement in one of Dr. Thomas' accounts describes the labor situation in the valley of the Huerfano. Under date of June 17, 1868, he wrote:

> "In the valley of the Huerfano, I find the ranchman and his planters. The planters are mostly Mexicans, some few Americans, who secure as many acres as they can profitably work and are furnished with seed, teams and the necessary implements and at the end of the season return one-half of the crop to the owner of the land. . . . While this mode of securing the cultivation of large tracts of land is free from all the harsh features, both of name and practice which have characterized similar systems, it also is remunerative to both parties.
>
> "While I believe the system is calculated to benefit both the ranchman and the planter, I am also convinced that it will have to be perpetuated by Mexicans rather than by Americans. The newly arrived immigrant will seize the opportunity to rent say 100 acres, and by care, industry and economy, will in three or four years accumulate sufficiently to purchase an equal number of acres for himself. . . . The American will only rent until he is able to buy, while the Mexican finds it better than anything else he can do, and is perfectly willing to remain a lifetime provided he has a house to live in and enough to eat."*

Thus, can be seen here, the operation that early established certain ethnic groups in patterns of relationship to the soil. The more aggressive American was not continuously satisfied to work for another. He sold his labor only as a means to improve his own long term conditions. The "Mexican", who by this time might more properly be described as a Spanish-American than as a Mexican, possessed certain characteristics that permitted him to be satisfied with a status quo situation. This is an important early observation of the development of status in the socio-economic structure of the state's population.

THE CATTLE INDUSTRY

A few cattle and sheep were known in the southern part of the state during the period 1846 into the '50's, but it was in 1858 and 1859 that the real feed value of Great Plains grasses was realized.

---

*Ibid. p. 67

Following the Civil War period, "American" cattle from the east were brought in and favored over "Texas" cattle though many of the latter were driven north into and through Colorado. There appears to have been a change in attitude about Texas cattle about 1868 when they began to come into Colorado from Abilene in greater numbers. These cattle had been known to spread disease among native cattle. By 1872, Colorado cattle were being shipped east, west and north, and many were being trailed to new grazing areas. In 1872, about 46,000 head were shipped by rail. Into perhaps the mid-70's, there was competition between the buffalo and cattle for grass, but with the advent of railroads, the buffalo was slaughtered at a terrific rate until virtually none was left on the plains.

As the cattle industry progressed, there was the inevitable conflict between the farmer and the grazier. The open range and feudal principles gradually gave way to the more democratic practices of American land ownership. The forty-five mile fencing of the Greeley Colony was a prominent influence in this development. Farmers never were able to force the ranches to assume responsibility for keeping their cattle off crop land, but ultimately at the turn of the century the supremacy of the fence did come about.

EXPANSION OF CROP ACTIVITY

In 1866 it was predicted that sugar beets could be grown successfully in Colorado, but the industry did not become established until 1901. In 1960 beets created the largest single demand for seasonal labor.

After the early crop experimentation during the latter mid-century period before and after statehood in 1876, crop development became more scientific as the agricultural effort was organized. Alfalfa was introduced early and has remained a leading crop. It does well at all altitudes where there are fields suitable for planting. It has been said that alfalfa is Colorado's basic crop. It uses more home labor than migrant labor.

Potatoes were grown before the gold-rush days of '59. In 1860 potatoes sold at twenty cents a pound and were considered in plentiful supply. Production of excellent potatoes increased, and in 1868 the retail price in Denver was two to three cents per pound. Production extended into many areas of the state. The Greeley section started commercial growing about 1870 and the San Luis Valley in the mid-70's. For a decade the San Luis growers supplied mining camps and the local market, but in the mid-80's started to ship to the outside. Today potatoes are grown commercially in large quantities.

Corn has been grown in Colorado for two or three thousand years. Corn production on farms in southern Colorado was known in the mid-1840's. The history of corn was somewhat variable as different varieties were tried in the high altitude. It gradually became an established product in irrigated areas until in some good years more was produced than consumed in the state market. The somewhat slow development of the pig industry paralleled the development of corn.

The development of both spring and winter wheat was steady with the usual experimentation in varieties. Ultimately non-irrigated wheat of high quality became a major agricultural product.

Fruit growing in the state developed along the lines of general agriculture, as did the growing of vegetables. Each involved trial and error in selection of varieties, land and climatic environment as well as water use. Some of the first orchards were lost because the soil became waterlogged after a few years. Some of the first planters contributed most to the industries, but realized the least because of selection of varieties that did not prosper. The Western Slope became the leading fruit-producing section. Vegetable growing is prosperous in several sections of the state. Both fruits and vegetables created need for seasonal labor that still recurs year after year. The vegetable areas of the state mainly attract workers of Spanish-American extractions; however, fruit work is done by local and migrant workers of Spanish, Anglo and Indian background.

From this brief survey of the development of agricultural, horticultural and livestock production in Colorado, one can understand that much failure paralleled successful endeavor. It was found that methods and stocks used in eastern sections of the United States could be most unsuitable in the high altitudes. Many varieties that did perform well, however, produced such quality and taste as to be unsurpassed anywhere. This quality, and the fact that many products, particularly vegetables, ripened here at times when other areas were not ready or already harvested, created out-of-state demand for Colorado produce.

THE HISTORY OF FARM LABOR IN COLORADO

Early in Colorado agricultural history the small farm often developed soon into a large farm. At first the farms were typical family operations whether owner-operated or operated on shares. Thus, the need for large amounts of additional labor at seasonal periods did not exist for some period of time. Of course, the somewhat transient cowboy was a familiar part of the livestock scene for many years. But here we are concerned with the growth of the need for seasonal labor that ultimately brought about the problem of educating the children of the mobile work force.

By the turn of the century, 1901, when the sugar beet industry finally got under way there was a pressing demand for seasonal farm labor to meet the needs for crop work. The Great Western Sugar Company proceeded to solve the problem by bringing in workers of German-Russian stock from settlements in Nebraska. For about twenty years these people, with the addition of immigrants from the old countries, provided most of the sugar beet labor.

Much hand labor was required during several periods of the growing cycle of the sugar beet. After planting there was thinning and blocking; then a period of approximately a month of hoeing; and at harvest time the beets were topped by hand. Thinning, blocking and hoeing still are done by hand, but topping and the harvest are now mechanical, thus requiring much less total labor than early in the 1900's. These German workers of the first quarter of this century worked in the fields during the growing and harvest season, then went into the factories to work in the processing.

Being a thrifty people they accummulated savings by living frugally. They went from seasonal farm work into share-cropping or to their own farms. It was estimated that 4,000 of them became farmers of their own land. In 1918 the remaining German workers did seasonal labor on about 50,000 acres of beets, but by 1925 they labored on only 25,000 acres.

As the German-Russian workers became fewer in number, due to lessened migration and attrition to other work, the seasonal hand labor was taken over by people of Spanish and Mexican origin. This group had had a prominent place in southern Colorado agriculture since the beginning of farming in that area, supplying virtually all of the hired labor. As railroads pushed into the state, the Spanish-American became the main source of labor on building and bed maintenance, but somewhere prior to and at about the time of World War I they began to appear in greater numbers in the beet fields. Proving to be efficient labor, it was probably during the 1920's that the native group took the place of the immigrants in the fields. They have been the chief source of seasonal farm labor since that time.

At first the Spanish-Americans came to the beet fields on their own initiative, but as labor demands increased the sugar companies started to recruit them at their home bases and bring them in at company expense. It is not known if the company collected transportation expenses from the migrant workers' wages during this early period, but at the present time the companies follow the practice of advancing travel money but deducting it later from earnings.

"The Spanish-American came to the fields . . ."

These Spanish-culture people are mostly from Colorado, Texas and New Mexico. Many of the present workers come from the southern border cities and counties of Texas. The source of origin will be treated more extensively in a later section of this report.

Valley of the South Platte

The Indian workers who come into the northern part of the state are from the Dakota region. The Anglo migrant workers originate in several different states and are the most variable group among the migrant population. That is, the Anglos have the greatest intra-group turnover, as most of them remain in the migrant stream only temporarily or for a few years. A very large percentage of the workers in this area are Spanish-Americans who come from states to the south and from Colorado.

Mexican National workers who come into the state on contract are not a part of this study.

San Luis Valley

In the San Luis Valley area, dependence has always been placed chiefly on the Spanish-American group to fulfill the extra labor needs. During current years, there have been some Indians imported but relatively few Anglos.

Arkansas Valley

When beets were first established in the Arkansas Valley, the Spanish, with a few German-Russians, responded to the labor demand. Later Japanese and Indians were added and at one time some Greek labor was available there. Like the Germans, the Japanese and Greeks soon entered the business on their own, so were not long in the mobile labor stream. Now the Spanish-American supplies virtually all of the mobile labor.

Western Slope

Western Slope fruit work in the main has drawn to it more of the transient, Anglo labor than has any other area. Roughly one-half of the fruit workers are of the generally mixed Anglo groups. Field work on the Western Slope is largely by Spanish-Americans.

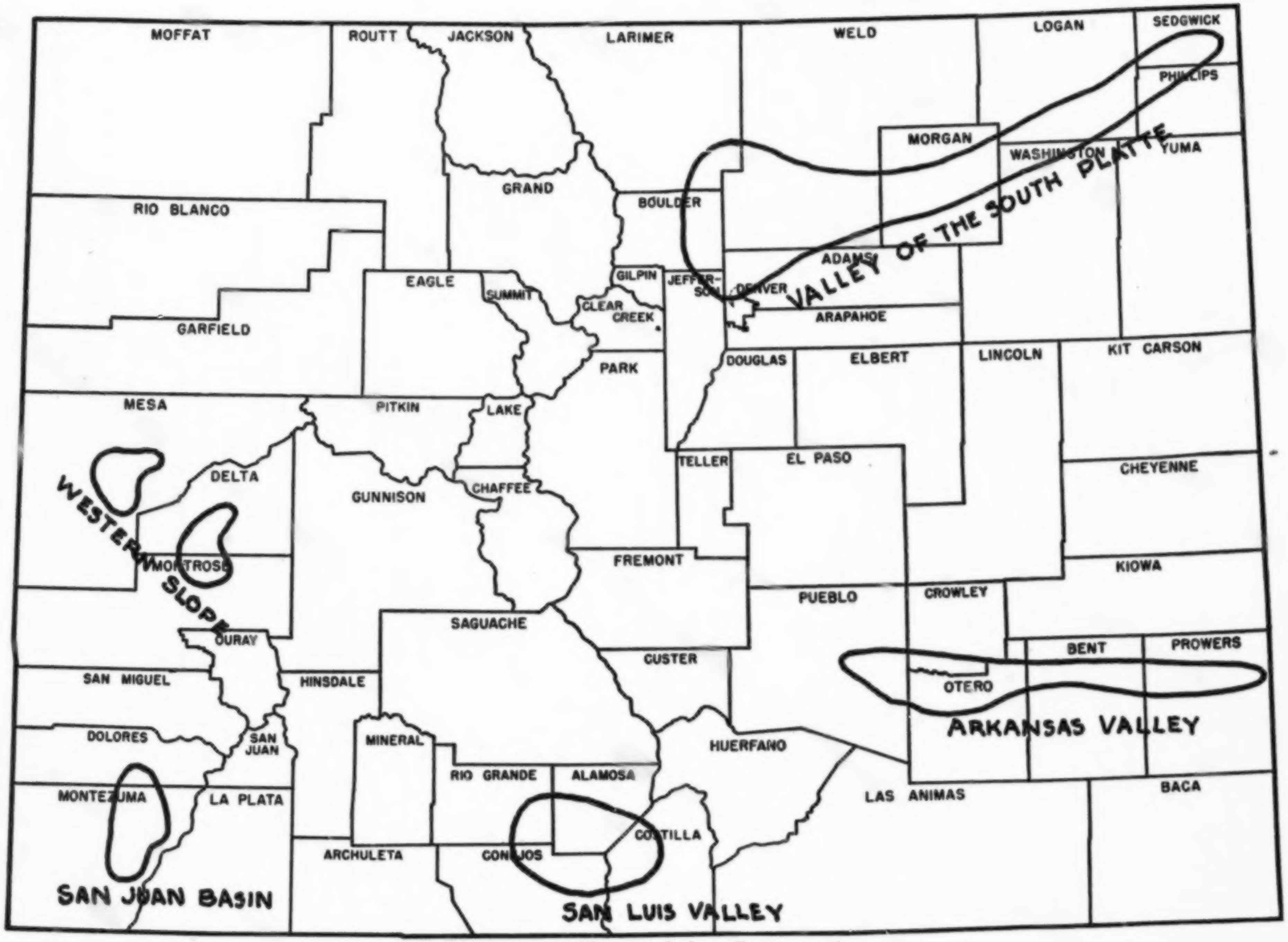
There has been a changing pattern in Colorado agriculture due in the main to the developmental process, and to the particular demands for products that have changed as the population has changed. Many acres that once were fertile farms in the Denver metropolitan area are now residential or industrial developments. The needs for farm labor have changed in the past, are changing in the present, and will continue to change in the future. This necessitates a readily flexible program that is designed for the alleviation of education voids among the children of migrant, agricultural workers.

THE NEED FOR SEASONAL AGRICULTURAL LABOR IN COLORADO

The demand for seasonal agricultural labor in Colorado exists chiefly in those areas that have ample irrigation water. Colorado is a high country. The eastern one-third of the state is geographically in the Great Plains. The plains are semi-arid with rainfall varying up to a maximum of 20 inches. Much of the plains have less than 15 inches. These high rolling areas are mostly from 3,600 feet to a mile above sea level.

The products of the high plains are chiefly small grains and cattle. In the southeastern corner of the state, dry-land broom corn and sorghums are the only plains crops that require extra agricultural migratory workers. Wheat combining crews are not included in this study of the migrant group that has special education needs. Harvest of fifty to seventy million bushels of wheat annually requires skilled machine work that is performed by an economically-stable worker group; the crews have a self-containment that does not need supplemental support by host communities; their work is closely scheduled and does not have the precarious aspect of frequent periods without income. There are no special education problems within this group that press for solution, so they are not included in this study.

In Colorado's mountain valleys where cattle and sheep are the main products, the extra labor needed during hay harvests is ordinarily supplied from local sources. Also in mountain areas


MOFFAT
ROUTT
JACKSON
LARIMER
WELD
LOGAN
SEDGWICK
PHILLIPS
MORGAN
WASHINGTON
YUMA
RIO BLANCO
GRAND
BOULDER
GILPIN
JEFFERSON
DENVER
ADAMS
ARAPAHOE
EAGLE
SUMMIT
CLEAR CREEK
GARFIELD
PARK
DOUGLAS
ELBERT
LINCOLN
KIT CARSON
MESA
PITKIN
LAKE
TELLER
EL PASO
CHEYENNE
DELTA
GUNNISON
CHAFFEE
MONTROSE
FREMONT
KIOWA
PUEBLO
CROWLEY
OURAY
SAGUACHE
CUSTER
BENT
PROWERS
SAN MIGUEL
HINSDALE
OTERO
DOLORES
SAN JUAN
MINERAL
HUERFANO
RIO GRANDE
ALAMOSA
MONTEZUMA
LA PLATA
LAS ANIMAS
BACA
COSTILLA
ARCHULETA
CONEJOS
VALLEY OF THE SOUTH PLATTE
WESTERN SLOPE
ARKANSAS VALLEY
SAN JUAN BASIN
SAN LUIS VALLEY

Colorado Areas of Migrant Labor Concentration there is a considerable amount of lumbering. The sawmills do use out-of-state labor which comes from New Mexico, the lower Mississippi Valley region, and as far away as Oregon and Washington. There is no serious education problem among these families. They come into the state in late spring and ordinarily leave by heavy snowfall in the late autumn. The children are placed in local schools usually without delay. Local school authorities indicate that these children have no more problems than those of the common population. A few of these children in one area have attended a Special Term of summer school established for migratory children. The lumber worker's child, however, is not generally included as a part of the major group of agricultural migratory children in the state.

The demand for seasonal labor exists in areas producing crops that require non-mechanized processes. These include sugar beets, thinning and blocking, then weeding or hoeing, but a limited amount of migrant labor in mechanized harvesting. Many vegetables need extra hand labor both in pre-harvest and harvest work. There is some need for extra semi-skilled hands in fruits for pruning and spraying, but large numbers are needed during harvest periods when picking is always a race against time.

Thus, the crops that require migrant labor are those grown mainly in five areas of the state that have ample irrigation water. These areas are shown on the map *"Colorado Areas of Migrant Labor Concentration"*.

The Valley of the South Platte

This fertile area extends from midstate northward and eastward below the eastern slope of the Rockies and out to the northeastern corner of Colorado. The crops requiring migrant labor are sugar beets, vegetables, limited fruits, small grains and hay. This area needs and attracts the largest group of migratory workers in the state.

The migrant workers entering the Valley of the South Platte perhaps are more than ninety percent Spanish or Mexican-Americans. Many are from Texas. The remainder are chiefly Indians from the Dakota area.

The growing season runs for about 134 to 146 days throughout the valley. Rainfall averages 12 to 16 inches. Much of the valley has one of the most dependable irrigation water systems in the state. Parts of nine counties in the South Platte Valley contain about 690,000 irrigated acres. Chief crops are alfalfa, corn, barley, dry beans, sugar beets, vegetables, onions, oats, potatoes, some fruits and flowers.

The Arkansas Valley

The Arkansas River leaves the mountains and flows eastward across the southern part of the state through a fertile valley that has a narrow band of irrigated land. About the same type of major crops are raised here as in the Valley of the South Platte, with a greater amount of vine vegetables such as cantaloupes and watermelons. The climate is the warmest in the state. There are more flower seed and relatively fewer sugar beets produced here than on the South Platte, though sugar beet production seems to be increasing.

The migrant labor force is almost 100 percent of the Spanish and Mexican-American groups, with the very large majority coming from Texas. A lower wage scale prevails in this area, and this may be the determinant that brings workers of perhaps somewhat less stability and reliability to the valley. Being on the route north from Texas, considerable numbers of workers inquire about work in the valley, but often go on without accepting assignments, or work for a few days to get enough money to carry them to other sections. Some do stay, moving about the valley for the entire season, ending in the late fall in sorghums and broom corn in the southeast corner of the state. The valley's growing season extends for 164-177 days. Rainfall averages 12 to 14 inches. In the areas of the six counties that lay partly in the valley there are about 170,000 acres of irrigated land.

The following are among the leading crops of the valley: Alfalfa, corn, sugar beets, vegetables (tomatoes, onions, cucumbers), and melons, barley, sorghums, dry beans, and flower seeds.

The San Luis Valley

The San Luis Valley is at 7,500 to 8,500 feet above sea level. It is surrounded by towering ranges and peaks. The growing period varies from 109 to 116 days. Quick, cold spells can come to the valley before potato harvest is completed in the fall. Summer temperatures rarely go above the 80's. The five counties in the valley have 356,000 acres of irrigated land. Potatoes are the leading money crop, with alfalfa, barley, vegetables (lettuce, carrots, cauliflower), and oats.

With less than 10 inches average rainfall, the crop areas depend upon mountain and artesian well water for irrigation. There is little else besides agriculture in the valley to maintain the economy. Sawmill workers in scattered areas bring in extra children to be enrolled mostly during the fall months. The majority of seasonal workers are of Spanish-American extraction from New Mexico.

The chief need for agricultural seasonal help is during the one-month potato harvest from about September 20 to October 20. Some outside labor is required during the summer in the vegetable crops. Lettuce is the leading crop which needs extra labor.

There is a considerable supply of labor within the valley which has concentrations of Spanish-American people. Many of these leave the valley for agricultural work during the summer, prior to potato harvest. The economy of the valley, and the cultural problems, do create some educational problems in many valley areas.

The Western Slope

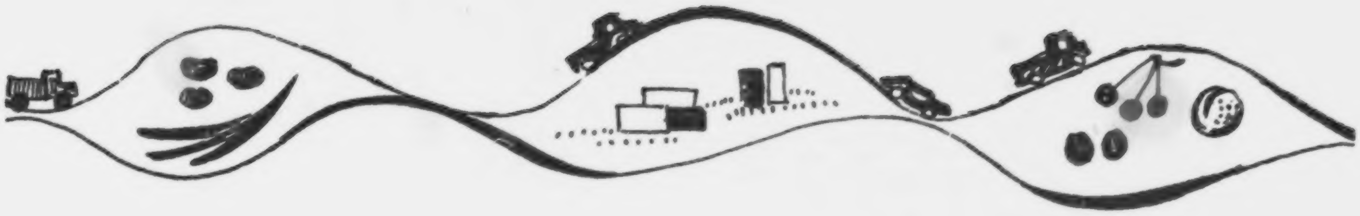
The western slope area, centered in Mesa, Delta, and Montrose Counties, is famous for its fruits, especially peaches. The fruits are grown in close proximity to the rise of ground into mountain masses. Further out in valley areas, sugar beets, some vegetables, dry beans, alfalfa and other crops are produced. Irrigation is necessary, as rainfall in crop areas is generally less than 10 inches. The elevation varies above and below 5,000 feet. The growing season varies in different locations from 150 to 185 days. There are about 280,000 acres of crop land in the three counties.

The early and midseason work drawing migratory laborers in beets and vegetables attracts mostly workers of Spanish-American extraction. The peak need for migrant labor comes in late August at peach-picking time. Roughly one-half of incoming workers at this time are of Spanish extraction, the others of Anglo and mixed groups, but there are very few Negroes.

The San Juan Basin

Crop acreage in the three counties, La Plata, Montezuma and Dolores, totals almost 300,000 acres, but irrigated acreage is about 109,000. In most of the crop area, rainfall averages 15 to 20 inches. Elevation varies around 6,000 feet. The growing season extends for 109 to 129 days. Summer temperatures at times are quite high.

Dry beans are the leading crop and with apples, peaches and cherries, create the need for migrant workers. As in other areas, cattle, sheep, hay, and a variety of other crops are not mentioned because local workers, in the main, supply the labor. Many Indians from Arizona and New Mexico make up the incoming labor force in the Basin.



AGRICULTURE AND MIGRANT LABOR IN THE STATE

The principal crops harvested in Colorado will generally amount to approximately 6,400,000 acres. About 40,000 acres are in commercial vegetables. The value of farm products sold annually in Colorado will run between $500,000,000 and $600,000,000. Farming is an important segment of the state economy.

Changes in the need for extra farm labor vary year to year. But the total number of seasonal farm workers remains high each year. When one crop needs fewer workers, often another crop will need more. The importance of an ample labor supply at times of need is very great, for the work of a season can be wholly or partially lost if there are not enough hands to complete an essential process in the production cycle. In the five main producing areas of the state there is not enough local labor to meet the peak demands. This makes mandatory the importation of domestic or Mexican National labor. The contribution of the migrant laborer, therefore, cannot be questioned. If production is to be maintained in a ratio to meet demand, the fluid labor force must be retained.

A knowledge of the crops produced and something of their worth is necessary background for understanding of the total migrant problems of the state. Migrant labor comes into the state or moves from place to place within the state for hope of one reward—money payment for services rendered. Few other rewards are made available to these workers. For housing needs they may stay in an organized camp for which they pay a fee. If housing is supplied on the farm, it usually is without rent as this is considered to be part of payment for services. Health needs are met better in some areas than in others. Some locations have clinics to meet the less serious health services, but major illness is a responsibility of the worker. The cost of transportation is a constant drain on the resources of these mobile workers. The services associated with permanent urban residence are not always available to these people.

Securing Social Security status is only now developing as a possibility after the 1960 passage of House Bill No. 62, Chapter 52, Session Laws of Colorado, 1960, which provides for state registration of crew leaders and may lead to the practice of employment of the worker by the contractor or crew leader and allow both of them to pay social security taxes to the benefit of the worker. Currently the worker is hired directly by the grower or indirectly through a crew leader who does not assume the total responsibilities of employer. It is expected that H.B. 62 will put more workers directly under the employ of contractors, thus placing the worker in a position of working for the same employer for a sufficient length of time each year to meet the requirements of Social Security. The first year of operation of this bill tends to indicate it is neither strong enough or broad enough to be effective.

Not all of the state's crops require migrant labor. As indicated in the section of this study on limitations, our concern is solely with migrant labor and that segment of migrant labor referred to as "domestic," that is ,the workers who are resident Americans from any state of the union. This study concerns itself with the children of these people.

Corn, oats and barley are important crops. With harvest processes mechanized, only small amounts of migrant labor are used.

Potatoes are both an important crop and one that uses a large amount of migrant labor. The fall and late summer potato crops average more than ten million hundredweight or over a billion pounds. The fall crop runs eight to eleven million hundredweight, the late summer above or below three million. In the neighborhood of 60,000 acres of potatoes are harvested annually. Most of the late summer potatoes are raised in the valley of the South Platte in northeast Colorado. The fall crop comes from all five of the major agricultural areas and scattered spots across almost the entire state. The San Luis Valley is the area of greatest production, with all its potatoes of the fall variety. The San Luis harvest falls between September 20 and October 20. It is in the areas of quantity production where the need is greatest for the extra migrant labor during harvest. The San Luis Valley usually produces in excess of eighty percent of the state's potato crop. The value of the state's potatoes in 1958 was $12,957,000.

Sugar beets are another important crop. In recent years both acreage and production have increased, so the state is growing more than two and a quarter million tons on something over 140,000 acres. The value of the crop reaches to near $30,000,000 annually. The beet is made into sugar, the pulp used in cattle feeding. Beets are raised in the South Platte, the Arkansas Valley and on the western slope. They still require much use of migrant labor in thinning, blocking and hoeing. These are functions performed almost entirely by Spanish-American domestics and Mexican Nationals, as it is a type of labor which the Anglo worker avoids. This labor is done in late spring and early summer, varying somewhat by areas. Advances in seed development and planting, as well as mechanical cultivation, are changing the pattern of labor need in sugar beets.

Acreage of dry beans varies around a quarter million. They are grown on both irrigated and non-irrigated land. The heaviest concentration of acreage is in the southwestern valleys of the state. Bean growing and harvesting processes are mechanized, but use migrant labor. The value of the crop usually runs in excess of $10,000,000.

There are in the neighborhood of 750,000 acres of irrigated and non-irrigated sorghums in the state. The southeast quarter is the largest area of production. The crop is utilized for both grain and forage. Some seasonal labor is used in the fall harvest. This labor is mostly solos, with few family groups participating.

Broomcorn, also in the southeast quarter of the state, is cut mostly by hand labor and utilizes seasonal labor forces. It is raised on dry land and dependent upon rains through the season. Average yield on approximately sixty to seventy thousand acres is about 7,500 tons, the average production being 210 pounds per acre. The value of the crop is usually about one and three-quarter million dollars.

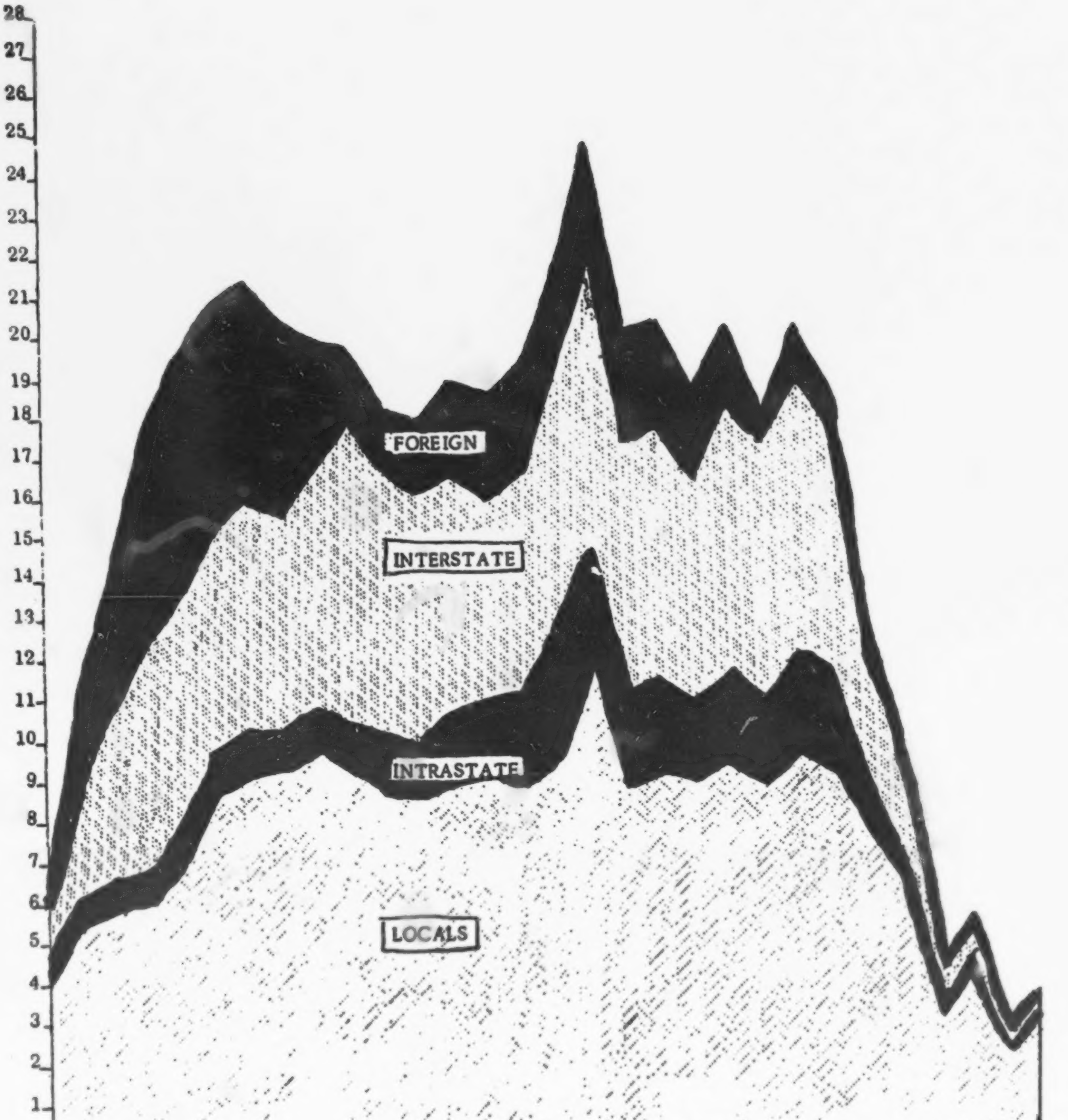
Seed crops from alfalfa, sweetclover and sudan grass are generally grown on fifty to seventy thousand acres. Little, if any, migrant labor is used in this seed production.

The annual two-and-a-half-million-ton hay crop, composed of about three-fourths alfalfa uses extra seasonal labor, but only a limited amount of it is from the migrant group.

The state's fruit crops are important to the agricultural economy and need a large amount of labor from the migrant labor force. Tree and ground maintenance in orchards uses labor for six or more months. The height of the demand comes at picking time. Peaches are the principal fruit crop with commercial apples, pears, sour cherries and sweet cherries following. The peach crop averages one and three-quarter million bushels, apples one and a quarter million. Pears run about two hundred thousand bushels, sour cherries close to two thousand tons, and sweet cherries some 600 tons. The annual total value of fruit crops averages close to $8,000,000.

There has been an astounding variation in production of commercial vegetables in Colorado during the past decade. In 1949, 55,880 acres were in vegetables, but there was an annual decrease until only 32,420 acres were planted in 1954. Since that time the trend has reversed and every year has had larger acreage until in 1959, 40,370 acres were harvested. The production per acre has risen steadily. In 1959, 318,800 tons were valued at $18,626,000. Among the leading products are onions, lettuce, tomatoes, cabbage, carrots, cantaloupes, cucumbers, snap beans, cauliflower, celery, sweet corn, green peas, spinach, radishes and watermelon. Flowers and flower seed

Chart I: Number of Seasonal Hired Workers Employed in Colorado Agriculture by Week and by Origin of Worker, 1959.

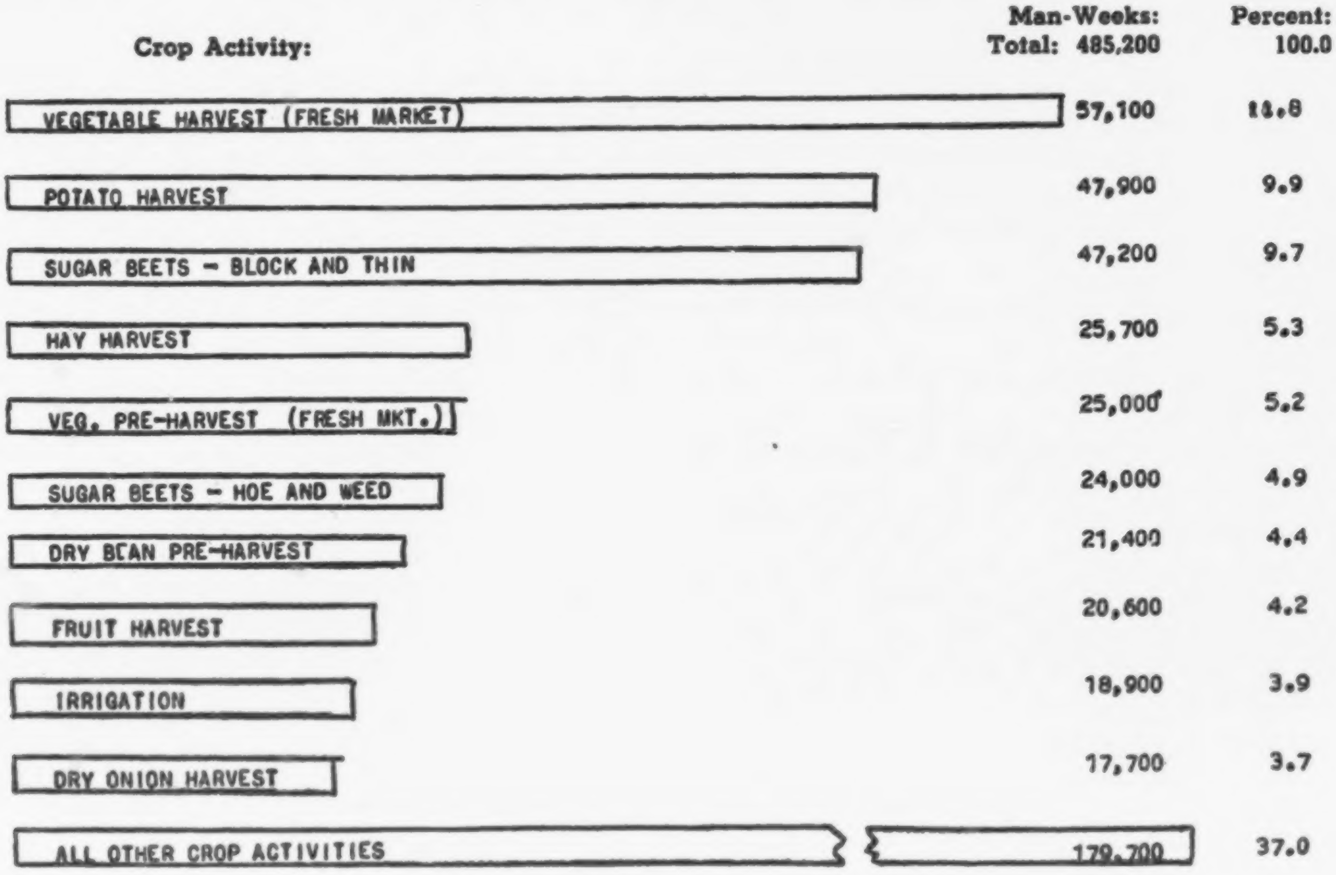


REPORTING WEEKS: MAY 7th THROUGH NOVEMBER 26th are also grown in the state. The commercial vegetable production requires a great deal of hand labor. Much of this labor is supplied by the migratory labor group. A great deal of labor, in beets, vegetables, and even potatoes, is of the stoop type that ordinarily is accepted only by the Spanish-American or Mexican National worker.

Thus, it is evident that more than eighty million dollars in agricultural and horticultural production is in considerable measure dependent upon the domestic migrant laborer. In the peak labor week of 1959, slightly over forty percent of the hired labor force in the fields was composed of interstate and intrastate domestic migrants. This would give a general indication that somewhat more than thirty million dollars of agricultural production each year is dependent upon the family domestic migratory labor group for completion. This segment of the state's economy should warrant some well-planned welfare support for these workers.

It is not the purpose of this study to cover thoroughly all aspects of agricultural migratory labor in Colorado. It is necessary, however, for the reader to have a general understanding of the labor and related problems in order that a thorough comprehension of the education problem results.

Chart II: First Ten Crop Activities in Colorado Ranked by Total Man-Weeks of Labor Used: 1959



How many seasonal hired workers are there on Colorado farms? From which groups do they come? The accompanying Chart 1 from *Colorado 1959 Farm Labor Report* shows well the approximate total number of workers and the division between local workers, intrastate and interstate domestic workers and foreign workers. At most periods of the agricultural season, local workers supply the largest single group of labor, almost half of the force except during the thinning, blocking and hoeing period for sugar beets when the maximum number of foreign workers is employed. The peak demand period invariably comes in late August each year when need for several thousand workers in fruit orchards is added to other farm labor demands.

A quick survey of Chart No. II will show the relationship of the major crop labor needs. Vegetable pre-harvest (5.2%) plus harvest work (11.8%) account for the largest labor demand, 17 percent of total labor used. The blocking and thinning of sugar beets, while still the third largest use, decreases each year as the use of chemical weed controls and mechanized processes expand. This chart shows the total crop labor needs, so should not be interpreted as the need for domestic migrant labor only.

The wages paid to transient workers are a significant indication of the welfare of the worker and his family. In all sugar beet areas of the state in 1959, the reported rate for sugar beet blocking, thinning, hoeing was $9.00 to $14.50 per acre on contract basis. Vegetables pre-harvest and harvest, when paid by the hour, was mostly 75 cents in northern and western sections and 65 cents in the south. Some vegetable harvest was on piece work with green onions 6 to 8 cents per dozen bunches. Asparagus harvest was $1.00 per hour. A comparison of wage rates can be very difficult. For example, in sugar beet work "The rate varied with the number and type of thinning and hoeing operations performed. Some workers finger-thinned the beets after crossblocking had been done by machine. Other workers did both the blocking and thinning. Other workers did the hand thinning plus one, two or more handhoeings, all of which were a part of the 'thinning' agreement. Hence the wide variation in rates . . . ."[1]

In considerations of education problems among migrant workers, the concern centers in the domestic workers who travel with their families. In Colorado this excludes the Mexican National males who come in as solos on contract. The situation of the domestic worker must be considered in its entirety to understand it properly. Based upon the pupil population of the Colorado summer schools, three-fourths of the domestic migrant workers in the state are of Spanish-American or Mexican-American background. More than half of these come from the state of Texas. When there is a wide need for labor in Texas, why do these people move north seeking work?

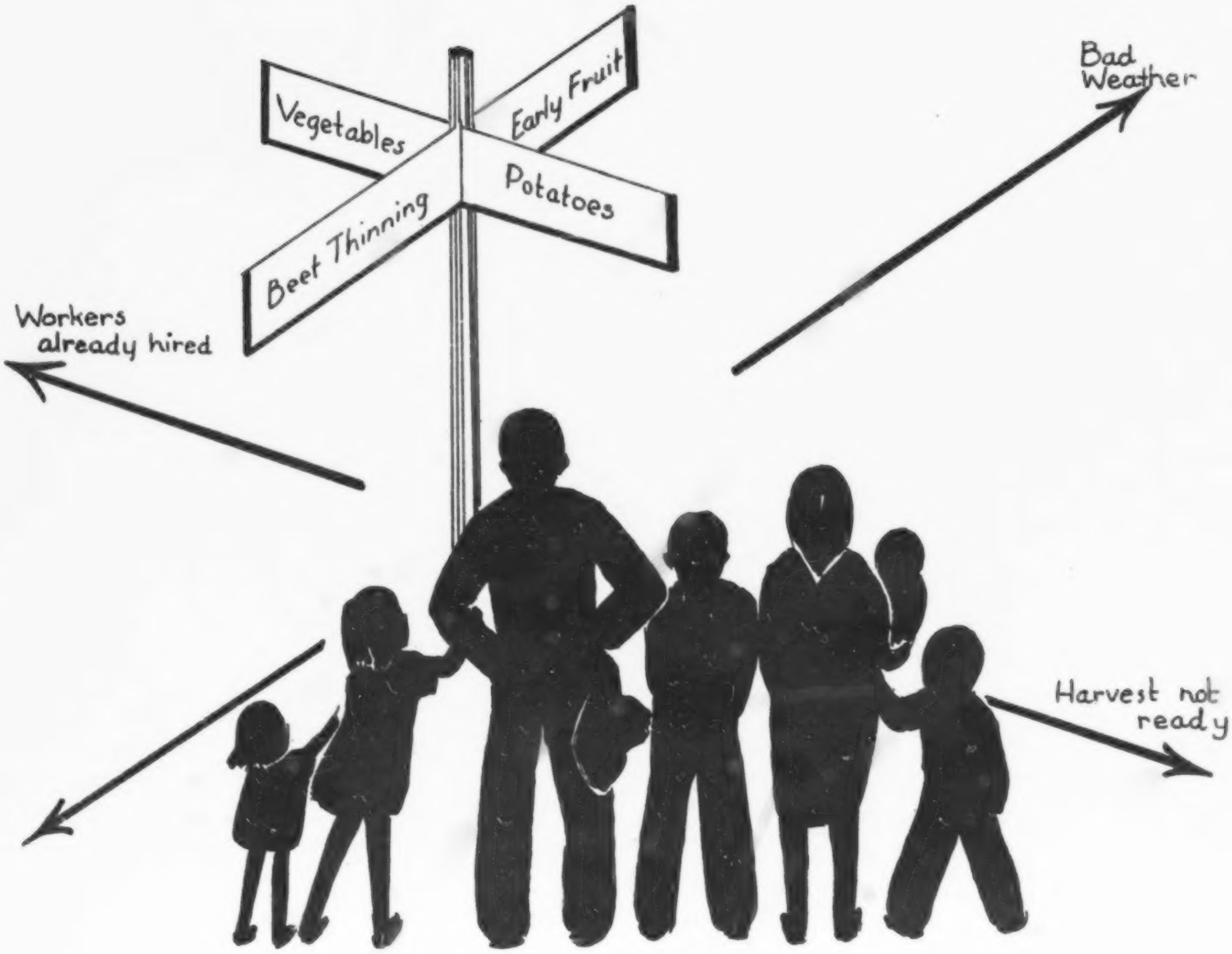
Mexican or Spanish-Americans already living in the United States, quite a portion of them for many generations, have acquired some of the typically American attitudes toward work. One of these is that a day's work is worth a fair day's pay. Mexican workers from across the Rio Grande are accustomed to different standards, so are willing to sell their services for less than the demands of the American worker. Much of the local Texas labor force is therefore underbid in its home territory, forcing it to seek work elsewhere.

The migrant worker, for the most part, is a person who has no training in special skills preparing him with services to market in the usual areas of trade and industry. His unskilled labor potential limits him through competition to the constantly fewer unskilled jobs in home areas or to seeking work elsewhere. In the spring, deciding to enter field work because he has no other alternative, he can decide which method of agricultural approach he will take. He can sign up with a crew leader or contractor and know where he is going with the assurance of some, or perhaps a full season, of jobs definitely scheduled. If going with a crew, he and his family may decide to travel in the leader's vehicle and pay him for it, or he may go in his own car, possibly taking other workers or his family along. If he chooses he may strike out on his own, trying to decide on the basis of previous experience, or rumors of crop conditions, or information from employment agencies, where the better possibilities for work will exist.

---

[1] Metzler, William H. and Sargent, Frederic O., *Incomes of Migratory Agricultural Workers*, p. 6.

"Which Way . . . ?"



Often previous experience will suggest going to areas where wages and working conditions have been reasonably satisfactory. Usually if he goes on his own, he will attempt to plan a seasonal route that will take him successively to areas where work is available. For example, in Colorado he might start with sugar beet thinning, blocking and hoeing. He might cut the hoeing short and go to Michigan for early fruits, or stay in Colorado and go into summer vegetables. Conceivably he next could spend some three or more weeks in fruit harvest, then make a layover until potato picking starts. He could finish the season in cotton on his way south.

Scheduling a full season of work sounds very easy, but for innumerable reasons it is a rare occasion when a worker can secure work almost every day between the movements from area to area. In the actual situation there are many factors that may contribute to irregular work. The worker may hear of good prospects in a given location only to find when he arrives there that all accommodations are taken, all jobs filled, and a ten percent over-supply of workers is available. The weather may become inclement, and for a week or ten days nothing can be done in the fields. A route may be laid out through work areas that theoretically times the arrival and the "stay" periods to allow for maximum working time. It may appear that 180 to 200 days of work can be done. When the route is covered, however, the contingencies that will arise may be so many and of such length that the worker will be fortunate to work 100 or 120 days.

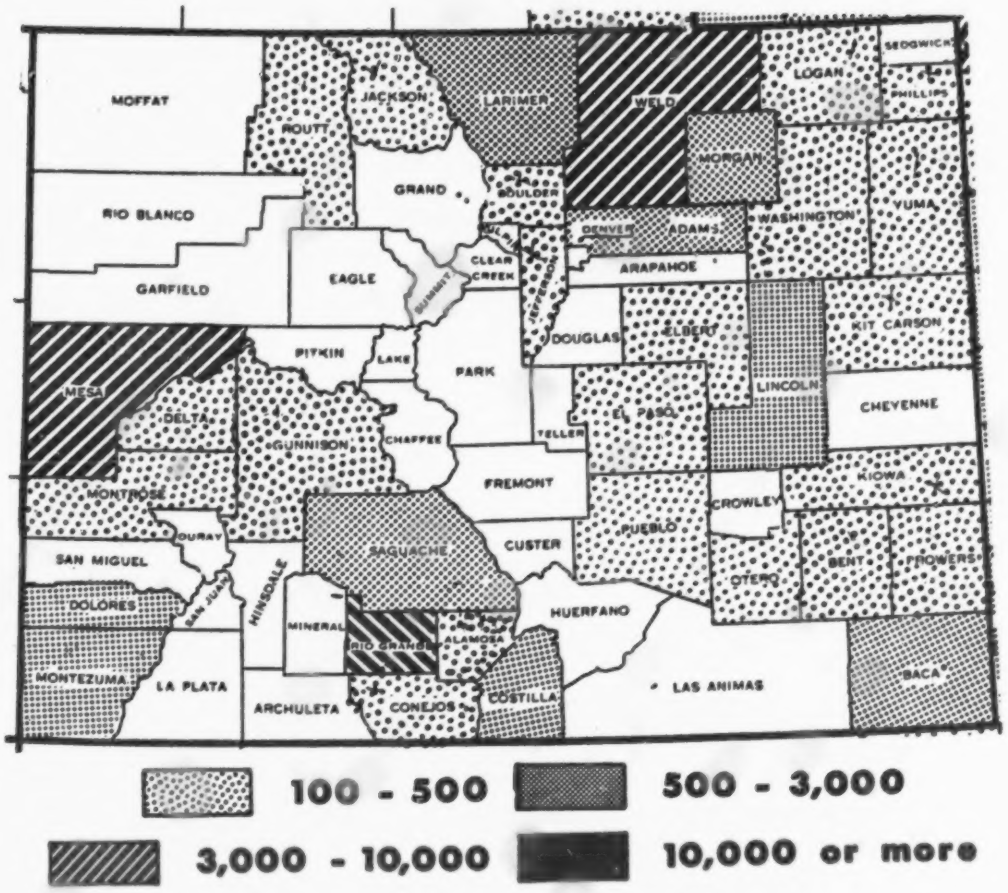
In 1956 Colorado had one of the lowest average earning rates per day in the western United States. The average earnings per day reported by a sampling of Texas workers for labor in Colorado was $5.35.[1] In this same sampling the average earnings per day worked by the group in several western states averaged $5.96. The per worker average for the season was $781, with male family heads averaging $6.58 per day worked and $1,145 during the entire year. In the states to which this group of workers migrate, the lowest average per day earnings was $5.14 in Texas and the highest was $10.70 in Arizona. Generally the more northerly and westerly states pay higher wages than the states in the southerly tiers. Only 3 percent of the workers in the group made over $2,000, while 36 percent earned less than $500.

The force of economic necessity is the major cause for virtually all members of a family working when jobs are available to them. The male head of household has first preference, but in much piecework it matters not whether the vegetable is picked by an adult or by a ten-year-old child. If there is a child care center available, there appears to be some preference currently among many migrant families to leave younger children in safe care rather than at the edge of a field or in custody of a ten-year-old child. There appears to be a growing acceptance of both child care and education facilities for the children. One truth does remain: The social progress benefiting so many groups in the United States has largely passed over and ignored the plight of the agricultural migratory worker.

---

[1] Ibid. p. 5

Agricultural Workers in Colorado


MOFFAT
ROUTT
JACKSON
LARIMER
WELD
LOGAN
SEDGWICK
PHILLIPS
MORGAN
GRAND
BOULDER
RIO BLANCO
WASHINGTON
YUMA
DENVER
ADAMS
CLEAR CREEK
ARAPAHOE
GARFIELD
EAGLE
SUMMIT
JEFFERSON
DOUGLAS
ELBERT
KIT CARSON
PITKIN
LAKE
PARK
MESA
DELTA
LINCOLN
CHEYENNE
EL PASO
TELLER
CHAFFEE
GUNNISON
FREMONT
MONTROSE
KIOWA
CROWLEY
OURAY
SAGUACHE
CUSTER
PUEBLO
SAN MIGUEL
BENT
PROWERS
OTERO
DOLORES
SAN JUAN
HINSDALE
MINERAL
RIO GRANDE
ALAMOSA
HUERFANO
MONTEZUMA
LA PLATA
ARCHULETA
CONEJOS
COSTILLA
LAS ANIMAS
BACA
100 - 500
500 - 3,000
3,000 - 10,000
10,000 or more

PROVIDING EDUCATION FOR MIGRANT CHILDREN

CHAPTER III

THE COLORADO MIGRANT FLOW

Securing reliable estimates of the total number of agricultural seasonal workers in Colorado proved to be a rather complex problem. The Agricultural Placement Service of the Colorado Department of Employment each season maintains weekly records of placements and numbers of workers on the job during the week. The purpose for reliable estimates of worker numbers was to secure equally reliable estimates of the number of children who accompanied intrastate and interstate domestic migratory workers.

Migrant labor has a constant movement during the season in and out of the state and from job to job within the state. Each year within the state the single week of largest employment is the fourth week of August. This is usually the height of the fruit-picking period and attracts many one-harvest workers to the western slope orchards, while vegetable harvest continues in many areas. In 1959 during the fourth week of August, the Labor Department report estimated there were 24,803 workers in agricultural employment. Of this number, 41 percent were intrastate or interstate migratory labor. The remainder was composed of local and foreign labor. During the one week then, the intrastate and interstate workers totaled about 10,200. These are the people who bring children with them and create the problem for education. Our chief concern is the educating of the children, but offering education to adult migrant workers is a matter yet to be solved.

The problem here was to learn the numbers of workers who were at any time present within certain areas of the state. A particular area might have an average employment throughout one week of 1,000 workers. But to make up this average force, possibly 1,250 or more different workers were employed for varying periods within the week. The ultimate goal, then, was to find the maximum number of *different* workers who entered particular labor areas at any time during the season.

Learning the maximum number of separate workers entering each area was achieved by visiting each labor area of the state, and securing data from every reliable source available, but chiefly from the farm employment service people. A single family of workers may have been counted as employed in several different areas of the state. Thus, they, with their children, were counted more than once in obtaining the ultimately useful figures used herein about numbers of school-age children in each area during the season. We were seeking to learn the number of children who would enter each seasonal labor area during three periods—the peak period, the secondary labor period and the overlapping total season period.

Agricultural Migrant Workers and Children in Colorado

The total number of agricultural migratory workers in Colorado each year remains fairly constant. There are certain characteristics of this body that, when recognized, will help in any planning which concerns the group.

1. Though the total number entering work areas remains quite constant from year to year, the labor demand by areas can have significant minor variations due to weather and field and crop readiness.

2. Census-taking of migratory workers must be on a basis of total numbers in an area at a specific period. If a demand exists in a given area for thirty days, the work force for the entire period is not necessarily constant due to:

a. Weather conditions.

b. Crop conditions.

c. Voluntary movement of labor in and out of area, and within the area.

d. Type of labor that is in demand by the area employers.

e. Work periods starting in other areas attracting the workers.

3. The prevailing wage scale is an important factor in creating labor supply in any given area. Better wage rates will bring workers in, and perhaps tend to stabilize the supply for the period of demand. Lower wage rates do cause workers to bypass areas, or often work the area for a short period to replenish the purse and allow the group to move on to more attractive wage fields.

4. The humaneness of treatment by employers and community enters the awareness of migrant workers and often affects their decisions regarding on-the-road stopovers. This may be notably so with family groups.

5. The concern of this study includes only the interstate and the intrastate agricultural migrants. These include the people who move in family groups. Our concern is with the children of domestic migrant workers. "Domestics" are residents of the United States. Thus are excluded all "Nationals"—male workers brought in from Mexico, and all of the agricultural labor force that originates at local sources. The difference between "local" labor and intrastate labor is that the latter has moved his place of abode temporarily from another point within the state to a point proximate to the work location. Local labor remains in permanent residence and day-hauls to work locations. A family that is "local" labor today, however, may be "intra-state" labor two days hence at another point within the state.

6. The areas of Colorado shown on Table A (page 38) are identified by the major towns where Colorado Employment Service offices are located. Each office has responsibility for a defined, surrounding area. Thus, in some of the employment districts it will be noted that the suggested location of schools for migrant children may be in labor concentration points other than this central town or city. The accompanying map shows the approximate areas where most migrant labor is used in each of the labor office territories.

7. The statistics used herein are based upon the years 1958 and 1959. The purpose has been to show figures that may be basic for the next several years rather than use the figures of any one year that might give a somewhat erroneous concept of some areas. Taking a census of migratory workers, at best, is a difficult matter. The procedure used herein was the use of accumulated statistics, particularly of the State Farm Placement Offices, and by interview of many grower, processor, education, health and welfare people for accumulation of the most accurate facts and estimates on numbers of workers. The numbers of children were derived from samplings of records to determine the proportion of children to adult workers in each district. The proportion of children to adults varied widely from 7 percent in one Western Slope district to 58 percent in an Eastern Slope area.

8. Another consideration very important in estimating the education need among these children in each district is the proportion of the total group of children who have not attended school regularly or who need make-up opportunity because of age-grade retardation. This portion of the total group will vary considerably among the agricultural districts of the state and from year to year within each district. As means are not available ordinarily for person to person census and fact-finding, the most practical procedure is to make sampling checks prior to the time of preparing new education programs in any one area of the state.

On this matter of retardation and what percentage of migratory children need make-up work, certain conclusions have been reached as indicated in another section of this study. While it is known that approximately 67 percent are retarded in age-grade, it is also evident that perhaps more than 95 percent of these children have a social retardation. Almost all can benefit materially by attending summer school sessions, and all need to be enrolled in regular school terms wherever they are when regular terms are in session.

Decline in Number of Migrant Workers Since 1950

In 1959 the Colorado Department of Employment reported[1] the highest number of seasonal, hired, agricultural workers was 24,803 in the fourth week of August. These included the locals, the intrastate and interstate domestics, and the foreign workers. In 1950 the estimated intrastate and out-of-state numbers totaled 25,590.[2] Though reported figures at different intervals may have somewhat different bases, it does appear that these figures are reliable enough to point the fact that the number of migratory workers has actually declined somewhat in the past decade.

THE STATEWIDE FARM LABOR EMPLOYMENT PICTURE

Some comprehension of the variability of agriculture-related seasonal labor may be obtained from Chart 1 (p. 27). This chart is from *Colorado 1959 Farm Labor Report* of the Colorado Department of Employment.

Each day and each week have variable proportions of workers from each of the four sources: Locals, intrastate, interstate and foreign. The heavy concentration of foreign workers in the June period is caused by the thinning and blocking, and later the weeding and hoeing, of sugar beets. As the season goes into harvesting operations of vegetables and fruits, there are greater numbers and proportions of interstate, local and intrastate workers in the work force.

With the regulation that Nationals cannot be used unless there is no other labor supply, one may question why domestics who enter the force a week or two later than the early concentration of Nationals are not used more extensively in the pre-harvest sugar beet work. The answer is that this labor is not sought after by many of the domestic workers. "Stoop" labor is considered to be the hardest labor in agriculture.

Study of the paralleling of the group dividing lines in the chart will indicate that generally in periods of peak labor requirements the extra labor is supplied by the local labor force. The major exception involves the Nationals during the pre-harvest of beets.

THE MIGRANT WORK FORCE IN EACH COLORADO MIGRANT LABOR AREA WITH THE NUMBER OF ACCOMPANYING CHILDREN

The particular characteristics of each crop area in the state must be known to arrive at sound conclusions regarding education programs to be established for migratory children. The needed knowledges include information about the crops that create the labor demand and the composition and numbers in the work force that has accompanying children. Here is presented information about each of the labor districts.

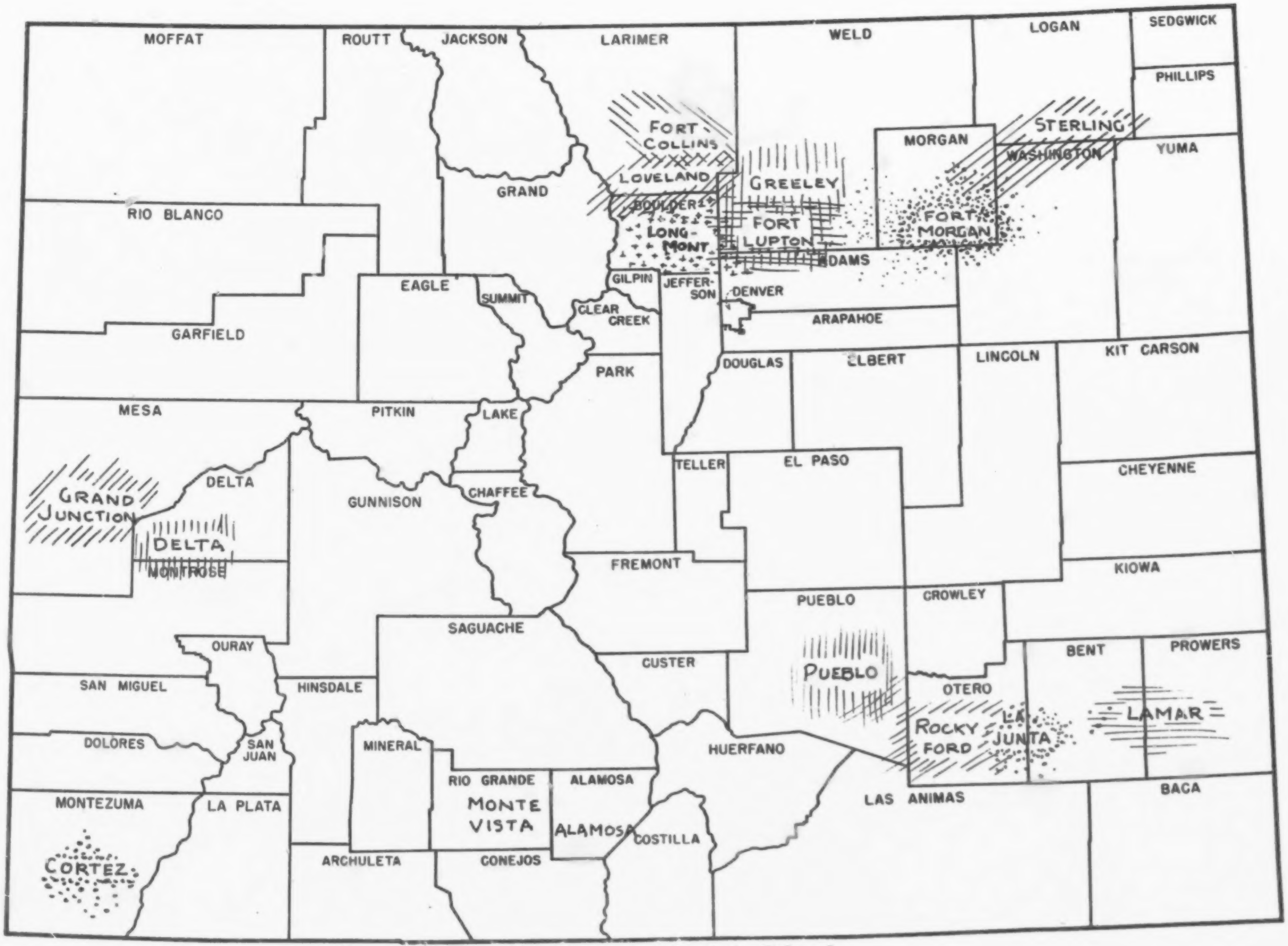
Table A presents several types of figures. Column A gives the employment office area. Column B shows the maximum number of domestic intrastate and interstate workers who entered the area based upon the years 1958 and 1959. It should be remembered that the total of this column is *not* the total number of domestic intrastate and interstate workers for the entire state. The total of 22,649 is the number of these workers who worked in two, three, or more areas. The average is more than two areas per worker.

In other columns are shown the total numbers of children accompanying these workers in the 1-16 years age group and in the school age group of 6-16 years. The dates of the peak period and the secondary peak labor period and the total labor period in each area are shown with the numbers of children present in each period in the remaining colums.

---

[1] Colorado 1959 Farm Labor Report, p. 9

[2] Report of Governor's Survey Committee on Migrant Labor (Colorado), 1951, Exhibit II.


MOFFAT
ROUTT
JACKSON
LARIMER
WELD
LOGAN
SEDGWICK
PHILLIPS
FORT COLLINS
LOVELAND
GREELEY
MORGAN
STERLING
WASHINGTON
YUMA
GRAND
RIO BLANCO
BOULDER
LONG-MONT
FORT LUPTON
FORT MORGAN
ADAMS
GILPIN
JEFFERSON
DENVER
EAGLE
SUMMIT
CLEAR CREEK
ARAPAHOE
GARFIELD
PARK
DOUGLAS
ELBERT
LINCOLN
KIT CARSON
MESA
PITKIN
LAKE
TELLER
EL PASO
CHEYENNE
GRAND JUNCTION
DELTA
CHAFFEE
GUNNISON
DELTA
MONTROSE
FREMONT
KIOWA
PUEBLO
CROWLEY
SAGUACHE
OURAY
CUSTER
BENT
PROWERS
PUEBLO
OTERO
SAN MIGUEL
HINSDALE
LA JUNTA
LAMAR
ROCKY FORD
DOLORES
SAN JUAN
MINERAL
HUERFANO
RIO GRANDE
ALAMOSA
MONTEZUMA
LA PLATA
MONTE VISTA
LAS ANIMAS
BACA
ALAMOSA
COSTILLA
CORTEZ
ARCHULETA
CONEJOS

Migrant Labor Offices and Areas in Colorado

The significant totals figures for purposes of our study are the numbers of school-age children in the several labor areas and the dates when they are there. For example, in the Alamosa area there are an estimated 80 children (Column G) during the peak period (Column E) of September 22 to October 15. During the secondary labor period in this area (Column H) between April 25 and September 21, there are from 12 to 48 children (Column J) in this area. Thus, the most likely dates for schooling need are indicated, as well as the approximate number of school-age children in the particular labor area.

In the entire state, Column D shows there are generally about 3,800 school-age migrant children at the several locations of farm labor concentrations. During peak periods some 3,700 children enter the labor areas.

It is estimated that 90 to 95 percent of these children need to do make up school work. A practical estimate of the number who might attend voluntary summer schools, however, would be 60 percent or approximately 2,200. This would require establishment of summer school facilities in all areas of worker concentrations. The necessity of working the children to increase family income would be the leading cause for non-attendance. Probably a close second reason would be one that is harder to define. It might be classified basically as lack of interest. The parents, or a parent, can't see any particular reason why a child should go to school when there are little ones to be watched, or some washing to be done, or a possibility of work in the fields. Some parents who have little or no education at times find it very difficult to understand, or at least to accept, the fact of need for education by the children. During the period 1955 to 1960, however, there has been an increasingly greater understanding by parents of the need for schooling among their children.

What about attendance in regular term schools? The great majority of incoming children enter the state about the time Colorado schools close the latter part of May. The earliest that migrant workers with children come in the spring is the last half of April. By the first of May the flow increases. It appears that every year there are more families who wait for the closing of school terms in the home base areas before setting out with the children. This practice should be encouraged as it is better for a child to have his school experience in a familiar setting than to go abroad, lose a week in transit, then have the last two weeks of school in a strange situation.

Here, three important items will be considered for each of the labor concentration areas of the state. First, the numbers in the labor force who enter each area will be treated with pertinent information about the agricultural situation. This information is useful in understanding the labor opportunities in the area and how these opportunities might affect the activities of children. For example, children generally do not work in pre-harvest activities in beets, but during radish harvest children would be welcomed in the fields.

Secondly, the estimated numbers of children in each area during the school vacation summer months will be presented. This period in Colorado extends from June 1 to the fourth week of August, when many schools resume the fall term. The possible enrollments in summer "special terms" will be estimated in this section. The approximate timing of a summer term in each area will be suggested, with the length of the term.

Thirdly, estimations will be made of the school-age children present during the late spring and early fall who might attend the regular terms of school. Here the basis of estimation will be that every school-age child should attend regular school terms. The matter of eligibility to attend school is treated in another section. (See page 70).

FORT LUPTON (Valley of the South Platte)

Agriculture and Labor. The Fort Lupton district has the largest family-group work force of any district in the state. The percentage of children in the force is also the state's highest. The number of children is equal to 58 percent of the adult labor force. The peak labor period extends over the two summer months of July and August. The secondary peak includes the five weeks preceding July 1, and the extended labor period is from May 1 to November 25.

Table A

MAXIMUM NUMBERS OF MIGRANT WORKERS AND CHILDREN IN COLORADO

By Areas, Periods, and Age Groups
(Domestics Only of Intra and Inter-state Origin)
Based on the years 1958 and 1959

	No. Workers	Total Number Children			Peak Period No. Children			Secondary Peak No. Children			Extended Period No. Children	
A	B	C 1-16 Yrs.	D 6-16 Yrs.	Dates E	F 1-16 Yrs.	G 6-16 Yrs.	Dates H	I 1-16 Yrs.	J 6-16 Yrs.	Dates K	L 1-16 Yr.	M 6-16 Yr.
Alamosa	803	153	92	9/22-10/15	133	80	4/25-9/21	20-80	12-48	4/25-10/15	20-133	12-80
Cortez	3000	300	180	9/15-9/30	300	180	8/25-9/14	100-200	60-120	8/25-11/1	100-300	60-180
Delta	400	75	45	9/2-10/15	75	45	6/10-7/20	25-50	15-30	5/1-10/25	10-75	6-45
Fort Collins	500	250	150	7/20-8/25	225	135	6/1-7/10	175-200	105-120	5/1-11/1	50-225	30-135
Fort Lupton	2732	1585	951	7/1-9/1	1398	839	5/25-7/1	754-992	45-595	5/1-11/25	215-1398	129-839
Fort Morgan	700	350	210	5/10-6/25	310	186	....	....	....	5/1-8/20	50-310	30-186
Grand Junction	3000	210	126	8/15-9/10	161	97	....	....	....	5/5-10/15	10-161	6-97
Greeley	3000	1290	774	6/1-7/30	1268	761	8/10-9/10	966-1221	580-733	5/15-11/1	700-1268	420-761
La Junta	425	174	104	8/20-10/5	167	100	5/15-6/25	128-148	77-89	5/10-10/25	61-167	36-100
Lamar	900	405	243	9/1-9/25	371	223	5/25-7/10	55-180	33-108	5/10-11/10	47-371	28-223
Longmont	175	45	27	5/10-7/10	40	24	7/11-9/1	20-25	12-15	5/1-10/20	10-40	6-24
Loveland	1000	300	180	7/20-9/1	250	150	5/10-7/10	50-150	30-90	5/1-10/20	25-250	15-150
Monte Vista	4969	800	480	9/20-10/20	800	480	....	....	....	9/20-10/20	800	480
Pueblo	150	40	24	5/15-6/25	35	21	9/10-10/1	9-13	6-8	5/10-10/20	9-35	5-21
Rocky Ford	708	326	196	5/10-7/1	300	138	8/10-9/20	20-57	12-34	5/1-10/1	17-300	10-180
Sterling	187	47	28	6/1-6/20	40	24	....	....	....	5/10-8/20	10-40	6-24
Totals	22649	6350	3810		5873	3705		2322-3316	1393-1990		1334-5873	800-3524

This irrigated, intensively cultivated area produces sugar beets in large quantity, general farm crops and a variety of vegetables. The peak period of domestic labor demand extends through the latter part of beet cultivation work, but is created chiefly in cultivation and harvest of vegetable crops. Workers day-haul from a labor camp at Fort Lupton to a wide surrounding area.

Children Present in Summer Period. The peak labor period extends from July 18 to the end of August. Table A shows there may be more than 800 different children of school age entering the area during this period. If every child who is retarded could be reached and enrolled in a summer term, it is probable that between 400 and 500 children might be registered. In the summer of 1960, a special term in a Fort Lupton school attracted 127 youngsters six to eleven years of age. Attendance was purely voluntary.

Children Present During Regular School Terms. Soon after May 1 the first children enter the Fort Lupton area. There are some children in the district during the last month of the regular school term. There are more migrant children remaining in the area during the early fall period than are there in the spring. The fall period has children until at least the middle of November. In the early fall there may be in excess of 100 children to enroll at the beginning of the regular term.

During both spring and fall terms the migratory children who are receiving home and subsistence in the Fort Lupton labor area should be encouraged and allowed to enroll in the schools of the district in which they are located.

Conclusions. The Fort Lupton labor area attracts one of the largest groups of migrant workers of any area in the state. Workers' families stay in the area from May 1 to late in November. Concentrated effort should be made to operate the summer school and to enroll all children of retarded status. During both late spring and the total fall period of September, October and November, a policy should be followed of requiring all school-age migrant children of the area to enroll and attend the local schools. The possibility of need for a second summer school in the Fort Lupton labor area, possibly near Brighton, should be surveyed.

LONGMONT (Valley of the South Platte)

Agriculture and Labor. This labor district of smaller, diversified farms attracts only about 175 domestic, migrant workers. The extended work period is from May 1 to October 20.

Children Present During the Summer Period. The maximum number of school-age children present during the peak period of May 10 to July 10 is 24. As this labor district is relatively small geographically, children might be assembled for a one-teacher summer school for five weeks following close of the regular spring term.

Children Present During Regular School Terms. There are some children in the region during the last two or three weeks of the spring school term. A few, certainly not more than 10 to 15, stay in the area in the early fall.

Conclusions. A local survey should be made to determine the feasibility of operating a one-teacher summer term. The few children present in late spring and early fall should be required to attend local schools. There are not enough of these during either period to cause any problems about space or added expense in any one school district.

LOVELAND (Valley of the South Platte)

Agriculture and Labor. The Loveland labor district has a complex situation which makes it difficult to determine the educational needs of the migratory children. The crops requiring migrant labor are beets, potatoes, green beans, cherries, tomatoes, sweet corn, peas and pickles. Children work in beans, cherries, pickles and potatoes. A few hundred workers live on the farms of the area, but many crews come to work in the district from nearby areas of Fort Lupton, Greeley and Longmont. The extended labor period is from May 1 to October 20.

Children Present During the Summer Period. There are as many as 150 children housed in the area in the peak labor period of July 20 to September 1. A summer school term should be operated for a five week period from about July 20-25 to the end of August. As the school would compete with field labor, it is probable enrollment would not exceed 50 to 75 children.

Children Present During Regular School Terms. Children begin coming into the district the second week of May, but there is only a small number for spring term attendance. It is known that more children are still in the area after September 1 with some staying until mid-October.

Conclusions. A summer school should be opened here for the five-week period late July through August. Attendance should be required in regular schools when a few children are in during late May and in the fall until mid-October.

FORT COLLINS (Valley of the South Platte)

Agriculture and Labor. This district has a split seasonal demand for extra labor. Pre-harvest work in sugar beets extends from May 1 to July 4. An interim three-week period from the 4th to about the 20th has need only for cherry pickers. Most of this force is local labor. Vegetable work begins the last week of July and for a month creates the peak demand for labor. The secondary peak is during thinning and blocking and hoeing of beets, June 1 through July 4 to 10. There are some migrant workers in the area from early May to November 1.

A discernible movement into the Fort Collins area is from Idaho. Much outward movement appears to go to Palisade (Western Slope fruits) and on to San Luis Valley potatoes. There is considerable intra-season movement on to Michigan and Wisconsin. This denotes some worker specialization in vegetables and fruits. In vegetables, pickles (cucumbers) are a major crop, with much of the work performed by braceros. Green beans and other vegetables are grown in the district. There is a tendency for workers to repeat and return to the same farms. Workers live in on-farm housing.

During the peak period of four to five weeks beginning July 20, there are some 225 children in the district. During the secondary peak from June 1 to the second week of July, the number of children ranges from 175 to 200. The extended period, May 1 to November 1, has from 50 to 225.

Children Present in Summer Period. A summer special term should be undertaken in the Fort Collins area extending from mid-July through the third week in August. There is a maximum school-age population in this sector at this time up to 135 children. The original planning might be made on an enrollment of 75 if effort is put into publicizing the program.

Children Present During Regular School Terms. Migrant children begin entering the Fort Collins area about May 1. During the last month of the regular school year perhaps 30 to 50 children of school age enter the area. The peak labor period is in the mid-summer to late summer period; workers are leaving the area by the time the fall term opens. There are migrant children in the region during September and October.

Conclusions. The number of children in the Fort Collins labor area warrants trial operation of a summer special term mid-July to the end of the third week in August, with an estimated enrollment of approximately 75 pupils. Effort should be made to enroll children both in May and the period September-October in the fall term. The number enrolled in either period probably would not be an excessive burden on the school districts of this labor region during either period.

GREELEY (Valley of the South Platte)

Agriculture and Labor. This is another one of the versatile crop-producing areas of the state. To understand better the diversity of labor requirements, the main crop activities and date of labor and need are listed:

Beets—thin, block, and weed	May 1 - August 15
Onions—pre-harvest	May 20 - July 10
Pickle—pre-harvest	June 15 - July 10
Beans—pre-harvest	June 25 - August 1
Alfalfa—first cut	June 1 - June 15
second cut	July 16 - August 1
third cut	September 1 - September 20
Small grains	July 1 - August 10
Pickle—pre-harvest	July 10 - September 5
Green bean harvest	July 25 - August 25
Onion harvest	September 1 - October 20
Late potatoes	September 10 - October 20
Carrots	October 1 - October 25

The peak period of labor need is throughout the months of June and July. The secondary peak is August 10 to September 10. Migrant labor is used in the district from May 1 until the end of October.

Migrant labor is quartered mostly on the farms of the district. A few find temporary quarters in town and there are two small camps at Windsor and LaSalle used in the main by pickle workers.

Green bean harvest work has been one of the most lucrative types of work for seasonal labor. However, every year sees more mechanical bean pickers in operation, reducing the need for hand labor.

Children Present in Summer Period. There are between 500 and 600 migrant children in the Greeley labor area from June 1 to the end of August. There are a few more in the June-July period than in August. Children do work in some crop activities, especially harvest of cucumbers (pickles), beans and other vegetables. School-age children will total about 350.

Children Present During Regular School Terms. Children start entering the Greeley district about the middle of May. Some have already completed the school year at their home bases; however, there is a limited number who should enter the local schools if only for periods of one or two weeks. There may be from 100 to 200 who stay into the autumn school period. Some families with school-age children do leave the work area to return home for the purpose of getting the children into school. The out-movement, going both to home areas and to other work areas, is such that many children do not get back to home schools until late fall. Every day that a child is present in a district with an open school should be spent by the child in the school.

Conclusions. Two summer terms should be operated without further delay in the Greeley area. The first school might best be located at Eaton or within the reorganized Windsor school district. A second school should be operated south of Greeley. Any special term planning must include rather extensive survey of surrounding areas to locate children on farms and organize adequate bus routes for transporting them to the schools. Possibly the best time for a six-weeks summer term would be the second week of June into the third week of July.

In the fall of 1960, a group of interested citizens, representative of most all segments of the economy and society of the Greeley agricultural area, formed an association with the chief purpose of improving educational opportunity for the migratory children who enter the district. A secondary aim was to determine if formation of a migrant council to coordinate all activities for migrant workers would be desirable. This group can become the initiating force for greatly improved programs for migratory workers and their families.

FORT MORGAN (Valley of the South Platte)

Agriculture and Labor. This is a diversified farming area almost like some mid-western cornbelt region with sugar beet production added. The peak period of migrant labor use is the second week of May to the fourth week of June. There is no secondary period and the extended period is from May 1 to August 20.

Children Present in the Summer Period. The summer Special Term at Wiggins enrolls sixty-odd children. There are enough children in the area in early summer to possibly warrant a second special term from the first of June extending for a period of four weeks. A total of 100 children might be served.

Children Present During Regular School Terms. Only in the spring, during about the last three weeks of school, would any considerable number of children be here for regular school admittance. Possibly as many as 125 to 150 should be entered during these final weeks of the school year.

Conclusions. Concentration of labor demands in the Fort Morgan area are in the late spring and summer period. A second early summer migrant school for a duration of a few weeks might be successfully operated. During the regular terms, there is need for making facilities available only during the last three weeks of May. Children would have to be gathered from scattered farm areas.

STERLING (Valley of the South Platte)

Agriculture and Labor. Less than 200 domestic migrant workers enter the Sterling labor area during the season. There are up to 24 children during the short peak labor period the first three weeks of June. There is no secondary period. The extended labor period is from May 10 to August 20. The main crop of the area is sugar beets. Though potatoes are raised, the potato harvest does not attract domestic family groups.

Children Present During the Summer Period. It is possible that up to 10 or 12 children might be enrolled in a summer term. The cost of operation per day attended would be quite high because of the small enrollment and transportation costs.

Children Present During Regular School Terms. The few children who enter this area come in after the regular spring term and leave before the beginning of the fall term.

Conclusions. It is probably not practical to attempt a summer school in the region. Migrant children are not in the area during the regular school period—either spring or fall.

PUEBLO (Arkansas Valley)

Agriculture and Labor. About 150 domestic workers enter the Pueblo agricultural area during the season. During the peak labor period of May 15 to June 25, about twenty children are in the area. The crops are sugar beets, a variety of vegetables and some hay.

Children Present During the Summer Period. During the peak period there are up to a score of children scattered about the producing section of this area. Though it might be possible to have a one-teacher summer term somewhere east of Pueblo, it is believed that it would prove impractical.

Children Present During Regular School Terms. A very few enter the area the middle of May. Through September there are about a half dozen present.

Conclusions. The limited number of children in this area even during peak periods probably would make it impractical to offer summer school facilities. In the regular school terms during late May and the first six or seven weeks of the fall term, the six to twenty children in the area should be located and enrolled in the nearest schools.

ROCKY FORD (Arkansas Valley)

Agriculture and Labor. The Rocky Ford section produces sugar beets, melons, onions, tomatoes, cucumbers, potatoes, hay, corn and seed crops. The seasonal migrant labor period extends from May 1 to October 1. During the peak period May 10 to July 1 there are up to 140 school-age children in the territory. The secondary peak is during vegetable harvest period from August 10 to September 20. There is considerable movement of migrant workers about the valley, and in and out of the Valley.

Children Present During Summer Period. The special term school which operates at Rocky Ford should continue during the peak labor period of early summer. Bus routes from this school should cover the entire labor area irrespective of school district boundaries. For several years this summer school has been enrolling 80 to 90 of the migrant children. It probably reaches all who can be persuaded to attend a voluntary school.

Children Present During Regular School Terms. There are migrant children in the area during the last three weeks of the spring term and the first four of the fall term.

Conclusions. There is considerable mobility among the rather low socio-economic status migrant workers who enter the Rocky Ford labor area. Virtually all are of the Spanish-culture group. The summer special term now operating early in the summer at Rocky Ford should continue operation. Migrant children in the region during late spring and early fall periods should be enrolled in the closest school as they now are in the Rocky Ford school system.

LA JUNTA (Arkansas Valley)

Agriculture and Labor. The crops of this area in approximate order of acreage in each include hay (alfalfa), small grains, sugar beets, corn, onions, melons, tomatoes, potates and pickles. The amount of land in these crops in 1959 totaled about 23,000 acres. Four hundred twenty-five domestic intrastate and interstate field workers were employed. The hourly pay scale ranged from 65 cents to $1.00.

The peak labor season usually falls between August 20 and October 5, with the secondary peak from May 15 to June 25. The extended labor season is from May 10 to October 25. The crop lands extend east and west along the valley of the Arkansas River. Many of the domestic workers in this valley do not return a second year. There is a tendency for growers in this area to favor the use of Mexican Nationals. The trend is for farms to become larger and more mechanized.

Children Present During the Summer Period. A three or four-week summer special term, operated from spring term closing to the fourth week in June, would probably enroll in the neighborhood of fifty children. The low-economic level workers who are attracted to this area have children who are in need of education perhaps as much as any group entering the state.

Though there is no urgent community demand to offer educational facilities to migrant children in this region and the numbers entering the area seem to be declining, the need among the children who do come here is very great.

Children Present During the Regular School Terms. Possibly as many as 50 to 60 children come into the area during the last half of May. Particularly because of their low educational and social intelligence status, they should be required to attend school if only for a few days. During September and the first week of October, as many as 100 school-age children are in the district.

Conclusions. Migrant children of this area are seriously in need of schooling. During both the closing few weeks of the spring term and the opening five weeks of the fall session, extra effort should be made to enroll these children in the public schools. A short summer school of three or four weeks should be operated immediately following the spring term of regular school.

LAMAR (Arkansas Valley)

Agriculture and Labor. One problem in this labor district is that domestic migrant workers live on farms scattered over more than three large counties. Broom corn, beets, onions and cantaloupes are leading crops. Beet pre-harvest uses domestic migrant labor. So does onion pre-harvest and harvest. Cantaloupes have many nationals working in them, and broom corn harvest attracts mostly domestic, solo workers. The first three weeks of September is the peak labor period, with late May to the second week of July the secondary period. The entire seasonal labor period extends from May 10 to November 10, but consideration needs to be given the fact that domestic family workers are in varying demand during the several periods of the season.

Children Present During the Summer Period. Though the secondary peak labor period extends from late May to about July 10, it is doubtful if enough of the 100 migrant children could be assembled in one area to offer an effective summer program. Local authorities should survey the actual living locations of workers to determine if even a one-teacher school could be operated in one or more locations.

Children Present During Regular School Terms. Migrant children enter this area about the time of spring school term closing so very few, if any, are in the school district more than a few days at the close of the spring term. In the fall, however, for the first month of school, there are up to 200 or more youngsters who should be enrolled in the schools of the region. There are a few who stay on until November.

Conclusions. Local surveys of migrant worker concentrations should be made to determine if there is need and feasibility for summer special terms in this region where migrant children are scattered over a wide area. Few, if any, children are in the area during the closing period of the spring term. There are in excess of 200 who might, and should be, enrolled in fall term classes.

GRAND JUNCTION (Western Slope)

Agriculture and Labor. There is considerable diversification of agriculture and horticulture in the Western Slope section served by the Grand Junction labor office. Fruits are the main crop, with peaches the largest. Apples, pears, cherries, apricots, and plums spread the orchard work somewhat, but the greatest demand for migrant labor is in the peach harvest which usually falls in the last ten days of August and the first days of September. Orchard work extends from May to late October. Winter pruning is done by local labor.

Sugar beets and vegetables require the other extra labor. The extended migrant labor period in Mesa County is from early May into November.

Children Present in Summer Period. There is a larger variation in the number of children in this area than in any other labor area of the state. Table A shows that an average of about 100 children are in the area during the peak period of labor during late summer peach harvest. In 1959 there were 158 different children registered in the summer special term operated at Palisade in Mesa County. It was believed that virtually every eligible child was enrolled. In 1960 only

77 children were located to enroll. There is reason to believe that the number of school-age children in the area may vary from about 75 to an infrequent maximum of 200 during the height of the labor season.

Children Present During Regular School Terms. Though the first children come into this area in early May, there are very few here during the regular spring school term. The number who stay on in the early fall months is greater, but the general exodus of workers following peach harvest takes most of the children from the region.

Conclusions. The summer school for migratory children should be continued at Palisade. Each year flexible provision should be made in the budget for an enrollment anywhere between 50 and 200 pupils. Generally a fair estimation of peach harvest prospects can be made early enough in the summer to prepare a budget that will meet any enrollment situation. The flexibility of the state aid formula will provide for adequate budgeting.

Study should be made to determine the number of migrant children who enter the Fruita area if they do not live in the Palisade labor camp.

During both late spring, and early fall, regular school periods extra effort should be made to locate and advise children about school attendance, and require them to be in regular attendance while they are in this area.

DELTA (Western Slope)

Agriculture and Labor. The chief crops of the district are fruits (apples, peaches, cherries), sugar beets, tomatoes and onions. The peak period of labor need is from about September 1 through the middle of October. The secondary period is in pre-harvest, June 10 to July 20. The total period extends from about May 1 to October 25.

Being located on the Western Slope of the Rockies in Western Colorado, this area attracts a greater proportion of workers from Arizona and New Mexico than do most Eastern Slope districts.

Pre-harvest work is primarily in sugar beets. There is onion weeding and as the season progresses, onion topping and tomato picking in addition to the fruits. Sugar beet harvest is mechanized.

With some 400 migrant workers employed, the estimate of children numbers about 75 at the peak, which is during the regular school term. There are about 25-50 during the pre-harvest summer period and throughout the season the number varies from 10 to 75.

Children Present in the Summer Period. The summer period of June 10 to July 20 has 15 to 30 migrant children in this area. A one or two-teacher summer term in the Delta labor sector would meet the educational need of the migrant children. A five or six-week term would be adequate.

Children Present During Regular School Terms. A very few migrant children enter this area during the final month of the spring term of school. From September 1 to mid-October there are up to 45 school-age children in the region. Locating these children and enrolling them in the schools of the area would not be an undue burden. There would be only a small number of the migrant children to attend any one school, and their absorption would not be a disrupting or difficult matter as they very likely would be divided among several age levels and probably not more than one or two would be entered into any one classroom.

Conclusions. The school district located in the Delta labor region should make a particular effort to locate and enroll the migrant children who come into the area in the late spring and fall. During the summer period a one-teacher, five to six-weeks special term should be tried experimentally to ascertain the response and the worth of the program to those children who do reside temporarily in the area.

ALAMOSA (San Luis Valley)

Agriculture and Labor. Approximately 10,000 acres of potatoes in this district create the main labor demand. Extra hands, including many children, are needed during the potato harvest period, September 20 to October 20. Automation of potato harvest has not yet taken place. A recommendation was made by a San Luis Valley representative group in December, 1959, to ask the U. S. Department of Agriculture to study experimentally the feasibility of harvest mechanization in the Valley. Mechanization would decrease the need for labor during the harvest period. However, there has been no follow-through thus far on the recommendation.

Lettuce is a prominent crop. Lettuce thinning starts about April 25. New plantings are made every two weeks into July. The lettuce growing period is 120 days to harvest. Many of the lettuce crews in the district return to the same farmers each season. Modern processes of vacuum tube packing are employed in the industry. Crews in lettuce are thus more specialized than in many other crops. In the early and mid-season, considerable numbers of Mexican Nationals are used. Other workers come from New Mexico, Texas and Colorado. A chief demand for child labor in summer is in radishes.

The housing situation in this area includes one small camp, several older buildings and urban houses, and houses on farms. The housing situation in this area and all of the San Luis Valley creates something of a problem for summer school situations. Migrant workers live in places scattered over much of the valley. The concentration of living quarters, perhaps, is in the western and southwestern sections of the Valley where the Alamosa district is located. Much day-haul activity shifts workers to wherever they are needed. This means that the numbers of children in a particular section of the valley cannot be estimated on the basis of the number of workers in a specific area at a given time. The children may be housed forty miles from the location of work. Thus the estimates made in the following two sections, and for other labor sectors of the valley, may vary somewhat from actual numbers of school-age children available when summer schools are ultimately implemented.

Children Present in the Summer Period. The peak labor period is from September 20 to October 20 during potato harvest. The schooling problem for this period will be treated in the next section. The secondary migrant period extends from the fourth week of April to the end of the third week in September. There are children in the area throughout the summer vacation period. The number varies from 20 to 80. It is likely that a summer special term operated in midsummer would attract an average enrollment of approximately 30 out-of-area migrant children plus more than this number of home-based children. A further careful local survey could determine if the summer school should be held at Estrella or in Alamosa. It is probable that Estrella would be a better location as it is more centralized to the fields and the housing areas that extend south from Alamosa to Antonito.

Another factor enters the summer school problem in this sector. There are migrant agricultural workers whose home bases are located here. These people are almost wholly of the Spanish-American culture. There are serious linguistic and cultural handicaps among many of the home-based children. A summer term for migrants would attract considerably more of the home children than in-coming children. This group should be encouraged to attend summer school. The criteria for encouragement of entry should be (1) that children's parent or parents meet the definition of migrancy, or (2) school officials determine which children are retarded in age-grade. A school catering to dual population groups could not exclude any other local children who sought admittance. This would add to enrollment, but should not be a deterrent to offering the opportunity to children who so vitally need extra schooling opportunity just to retain normal progress.

Children Present During Regular School Terms. There seems to be a very limited number of in-coming migrant children in this area during the late spring period. Local school districts should maintain a system of ascertaining the location of in-coming children, and require them to attend the final period of the regular spring term unless they have evidence of completing the school year at another point.

The big problem during regular school period is in the autumn months. Families, mostly from New Mexico, bring about 80 children into this section during the period September 20 to October 20. Some of the schools remain open during the period, but those in closest proximity to potato areas close for periods of 11 to 15 days.[1] The schools should accept migrant children for whatever period they are in the area. All communities in the Alamosa sector that now close their schools during potato harvest should make every possible effort to keep the schools open. They should also make adequate provision to receive the migrant children into their classrooms for whatever period the children are in the community.

Conclusions. The Alamosa sector has a major migrant education problem concentrated in the potato harvest period which annually comes between about September 20 and October 20. Due to the educational status of the pupils of this area, there is strong reason to recommend that every effort be made to keep all schools open during the potato harvest period. The approximately 80 migrant children who enter the area at this period should be located and required to attend the school in the district in which the child is receiving his shelter and the necessities of life.

Consideration should be given to establishment of a summer special term for migratory children to serve the 20 to 80 migrant children during the height of summer farm labor demand. A summer term should include the home-based children who may be in need of make-up opportunity. Special terms for home-based migrant children should be operated also in the Sierra Grande and San Luis school districts of Costilla County.

MONTE VISTA (San Luis Valley)

Agriculture and Labor. Insofar as migrant labor is used, this is a one-crop area with about 25,000 acres in potatoes. The labor need is concentated in a thirty-day period between September 20 and October 20. Much of the labor entering this area is composed of one-crop workers from New Mexico. This nucleus group of domestic workers bring their families. These Spanish-culture people want their entire families to work. To allow the children of these people to work, it is necessary to close the schools in some school districts so the federal wages and hours law will not be operative.[2] Few of the Indian workers who enter the area for potato picking bring their children with them.

Children Present During the Summer Period. The Monte Vista labor district is a home base for some San Luis Valley agricultural, migratory workers. Many of their children are retarded in age-grade status. This retardation comes more from the societal structure than it does from mobility and resulting loss of schooling by the children. Most of the agricultural workers who live permanently in the Valley do only intra-state work. The two other areas to which they go are into the northeast of the state along the South Platte, and to the Western Slope in Mesa and Delta counties.

In 1960 an experimental summer term with 18 children was operated in Monte Vista. Enrollment was limited to children of the first three grades whose social maturation was decidedly deficient. This special term should be continued and enlarged to include children who are behind normal status in either academic standing or social maturation. Enrollment might be somewhere in the neighborhood of 100 pupils. A special term could be scheduled for any period of the summer.

Children Present During Regular School Terms: A dual problem exists: First, the closing of schools in September and October causes immeasurable loss to local pupils. Secondly, in-coming children, close to 500 of school age, should be accommodated as temporary enrollees for periods up to thirty days. Keeping schools open during the potato harvest might cause some New Mexico migrant families to refrain from coming for potato harvest. This would lessen the problems of providing school space for their children, but would create a shortage of field labor at a critical period.

---

[1] Potts, Alfred M., 2nd, **Survey of San Luis Valley School Closures**, pp. 5-6.

[2] See Potts, Alfred M., **Survey of San Luis Valley School Closures**

The schools that normally close for the harvest should stay open one season to see what actually would happen. The schools are closed to allow (1) the in-coming children to work, thus encouraging families of workers to come from New Mexico, and (2) the local children to enter the fields full time. If schools were kept open and the labor supply proved adequate to the harvest task, the obstacle to schools remaining open would be non-existent. The only way to find out is to keep schools open until the effect can be known. Elementary and secondary schools in the valley with enrollments of 4,447 close during some part of potato harvest period. Of these children 1,690 work for varying periods in potato harvest.

If schools of the area remained open, it is believed many of the New Mexico families would leave their children at home to stay in the home school. Thus, an incoming pupil problem would be lessened for the local schools.

Conclusions. During the summer period there are no incoming migrant children, but there are home-based children with both academic and social maturation deficiencies. A summer special term should be operated in the area for retarded home-based children.

During the fall potato harvest, all schools of the area should be kept open one season to learn how required school attendance would affect the harvest labor force. Closing the schools for periods up to 18 days each year does irreparable harm to the education process resulting in loss of learning by many children.

CORTEZ (San Juan Basin)

Agriculture and Labor. Pinto beans and fruits are the chief crops of the area. There are approximately 100,000 acres of beans, 20,000 of peaches and 25,000-30,000 acres of apples. The concentration of labor need is in the early fall during harvest of peaches, then beans, then apples. Peach harvest starts the last week of August and extends to mid-September when pinto bean harvesting starts. Apples begin about the time beans end, around the first of October, and extend into early November.

The seasonal work force is composed primarily of Navaho Indians. It is estimated they make up 90 percent of the force. The Utes, whose homes are in this region, do not work the crops.

Much of the labor is done by family groups. Housing generally is poor, with comparatively few growers maintaining adequate housing facilities. Many of the labor force camp out during the work period.

The community seems to feel that education is not much of a problem. The fact of some 300 children missing up to in excess of a month of school appears to refute this belief. The fact that there is little concern by the parental group or the community about this education problem does not lessen the extent of the problem.

There are an estimated 100-300 children in the Cortez area during the period August 25 through November 1. The peak of some 180 school-age children is reached during the two last weeks of September.

Children Present in the Summer Period. The earliest influx of farm labor children into this area comes annually in the very late summer, beginning the last week of August. No problem, therefore, exists for summer-time education of migrant children in the Cortez labor area.

Children Present During Regular School Terms. The incoming children are concentrated in the fall period of September and October. There are up to 180 children in the region during September, with the number tapering off until November 1. Local officials do not feel that an educational problem exists in this group. There is little or no demand for school entry from these children. Many are from the Indian reservations of New Mexico and Arizona, particularly Navahoes.

Conclusions. A survey to determine the specific educational status of these children should be made. With the children away from their home areas and not attending school during a regular school period of up to two months, it does indicate that a void is being created in their educational experience. The state education authorities in both New Mexico and Arizona are seriously concerned about the retardation resulting in their Indian children who migrate for agricultural labor with their parents. Refusal to examine the problem thoroughly will only tend to continue the educational lag that is being created for these children. Further analytical study is definitely needed to ascertain the status of these children, and if provision should be made for them in the region's schools during the period they are in Colorado.

SUMMARY

We are concerned with knowing how many migrant children appear in the several migrant-labor-using areas of the state, and when they are in these areas. It is impossible to learn how many *separate* children enter these agricultural areas. The number differs each year, but experience has shown that an approximation of the total for each group remains fairly constant. The group totals are sufficiently constant to allow year by year pre-planning of education programs for these children. The count, herein, of children for each area may include duplications of children who were in two or more areas during the season. The aim is to learn the number of children in each area, and not the total number of separate children throughout the state.

Mechanization of certain crop processes, as has been done in cotton in southern states and is now being done in the harvesting of green beans, will undoubtedly change the numerical patterns of migratory workers. It will be necessary annually to study the effects of changes due to mechanization and to consumer demand, but the fact remains that as of now there are many of these children who need education. As long as there are any groups of children who do not receive full educational opportunity, there is an unfulfilled societal responsibility for providing educational facilities.

Based upon the 1958 and 1959 seasons, there were 3,810 children of 6 to 16 years of age in the sixteen labor areas where migratory labor is used. In at least twelve of these areas there is need for summer school facilities. In at least four areas there is possibility that more than one summer school should operate.

Of the total number of 3,810 children who enter the several labor areas, it would be feasible to provide supplementary summer education for possibly as many as 2,200. It is improbable that all children could be reached due both to the voluntary nature of the program and to the fact of the mobility of the children. The 3,810 do not represent this many different children; a few undoubtedly have been counted more than once as they have moved from area to area.

It is estimated that a program promoting migrant child attendance in regular school terms could induce somewhere near 1,200 children to enter these terms.

In labor areas where need for summer school facilities is shown, the Colorado State Department of Education should assume a leadership role in

(1) Aiding in the inauguration of programs to gain community acceptance for assuming responsibility in migrant education,

(2) Work with both lay groups and professional education staffs in planning and implementing initial programs leading to acceptance of responsibility by the community,

(3) Offer leadership and assistance in planning school operations in both summer and regular terms,

(4) Give professional advice, leadership and training in the preparation of teachers and supervisors to assume the duties in migrant education,

(5) Be prepared to offer state-level administration and supervision, and

(6) State financial support.

"Strength or strife from dual cultures . . . ?"

PROVIDING EDUCATION FOR MIGRANT CHILDREN

CHAPTER IV

SOCIAL PROFILE OF AGRICULTURAL MIGRATORY FAMILIES[1]

To understand how to work with any group of people in any matter of welfare, it is absolutely necessary to know the people, to have an accurate profile of the characteristics peculiar to them collectively and individually. In order to have this understanding of the Colorado migratory people, a study was made of 160 families. These were domestic families who were on the road for the season. They were interviewed at four different seasonal labor areas in the state. Two of the areas had large camps where many of the migrant families lived. The other two had housing mostly on farms and in one or two smaller camps.

Though the interviewing was done at different periods throughout the summer, there was no duplication of families. One limitation was that all the families had children, at least one of whom was attending one of the summer special term schools for migratory children. The schedule used is shown in Appendix IV.

What Age Groups Among Migratory Children Attend the Summer Schools for Migrant Pupils?

During the summers of 1958, 1959 and 1960, the oldest child enrolled in any of the seven different school locations was 15 years. Fourteen-year-olds totaled less than one percent of enrollments, thirteen-year-olds less than three percent and twelve-year-olds about five percent. The five and six-year-olds to eleven-year-olds totaled over 90 percent of the children who attended the summer terms. Whenever a school would permit four-year-olds to attend, several of this age would enroll. After a one-term experience with four-year-olds, however, the several schools decided these children should be in child care centers rather than in a kindergarten situation.

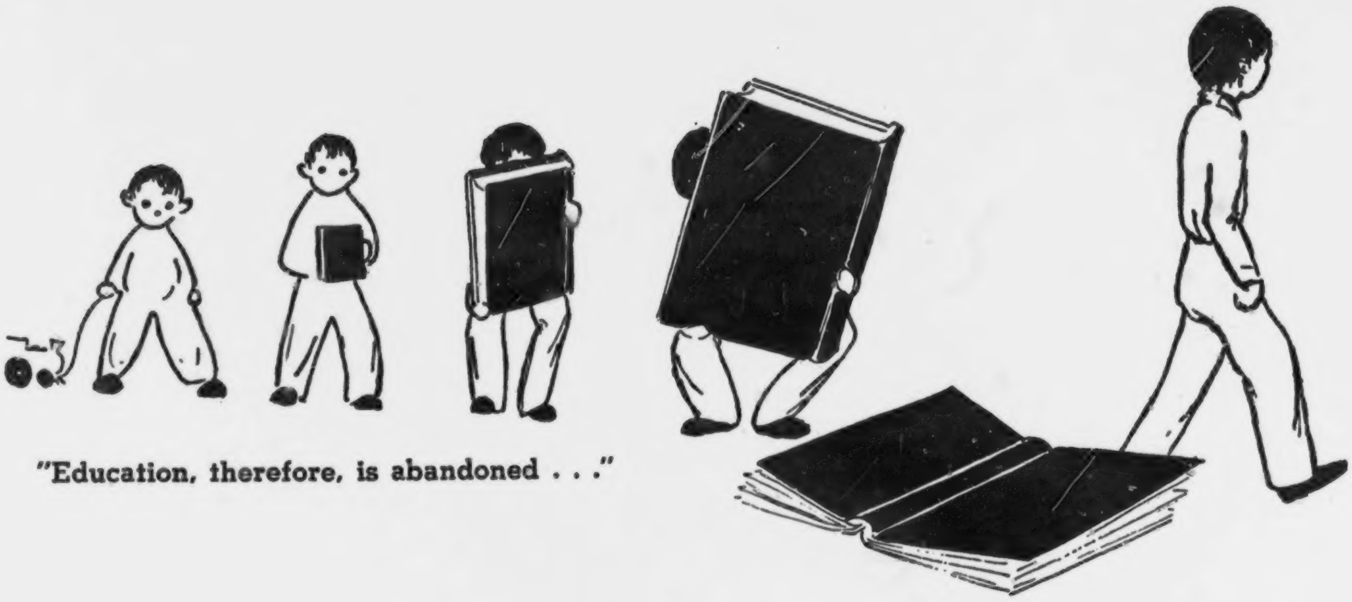
After two years of experience in accepting five-year-old, kindergarten-age children, only one school decided not to provide kindergarten facilities. The others were enthusiastic about the opportunity to offer the five-year-old a beginning experience in group association. It was felt that the migrant child lacks so much in opportunity to acculteration and parental teaching of early childhood learning that the kindergarten experience was not just an enrichment experience. The kindergarten situation offered opportunity to aid these children in developing the basic knowledges, group association awareness, and manipulative skills. A kindergarten program was truly enrichment for them, but relative to a common-population kindergarten group the migrant child was here securing mainly the experiences that so many children had already attained through home and neighborhood association.

Why are the primary and intermediate age groups virtually the only groups among migrant children who attend the summer schools? Regular school term attendance is also largely limited to children of these ages. The answer has a related duality. As a generality, the older a migrant child becomes the more retarded he is in age-grade status. Above ten years of age there seems to be increasing pressure for the child to assume a share of the family economic burden. There is more sentiment for the child who at this age has attained some growth and greater dexterity to enter the fields whenever work opportunity presents itself.

Already behind in school work, the child has a greater willingness to abandon the school situation where he is now conscious of his retardation. Working gives him new status. As he advances through pre-adolescent and into early and mid-adolescent years, one of several forces may overcome his developed close family ties. He may revolt at his status of working solely for the family and securing so very little of his earnings for his own use. Often with this attitude created, the teen-ager breaks away from the family. Early marriage is a frequent practice,

---

[1] **See Potts, Alfred M., 2d, A Social Profile of Agricultural Migratory People in Colorado**



"Education, therefore, is abandoned . . ."

particularly among the Spanish-culture girls. Sometimes marriages will bring additional members into a family group, thus adding to the total economic burden.

The pattern of pre-adolescents (eleven to fourteen) and early adolescents in relation to schooling among all groups of domestic migrants seems to maintain a certain consistency. Retardation develops, pressure for gainful employment increases, effort to maintain school status decreases, independent desire often is activated—motivation for schooling is not strong enough to compete with the urgent life conditions which surround these people. The economic reward of work, even infrequent work for young teen-agers, has greater appeal than the much more remote and difficult-to-understand rewards of more complete education. Education, therefore, is abandoned in favor of the economic pressures of everyday life.

Where Do Colorado's Migrant Children Come From?

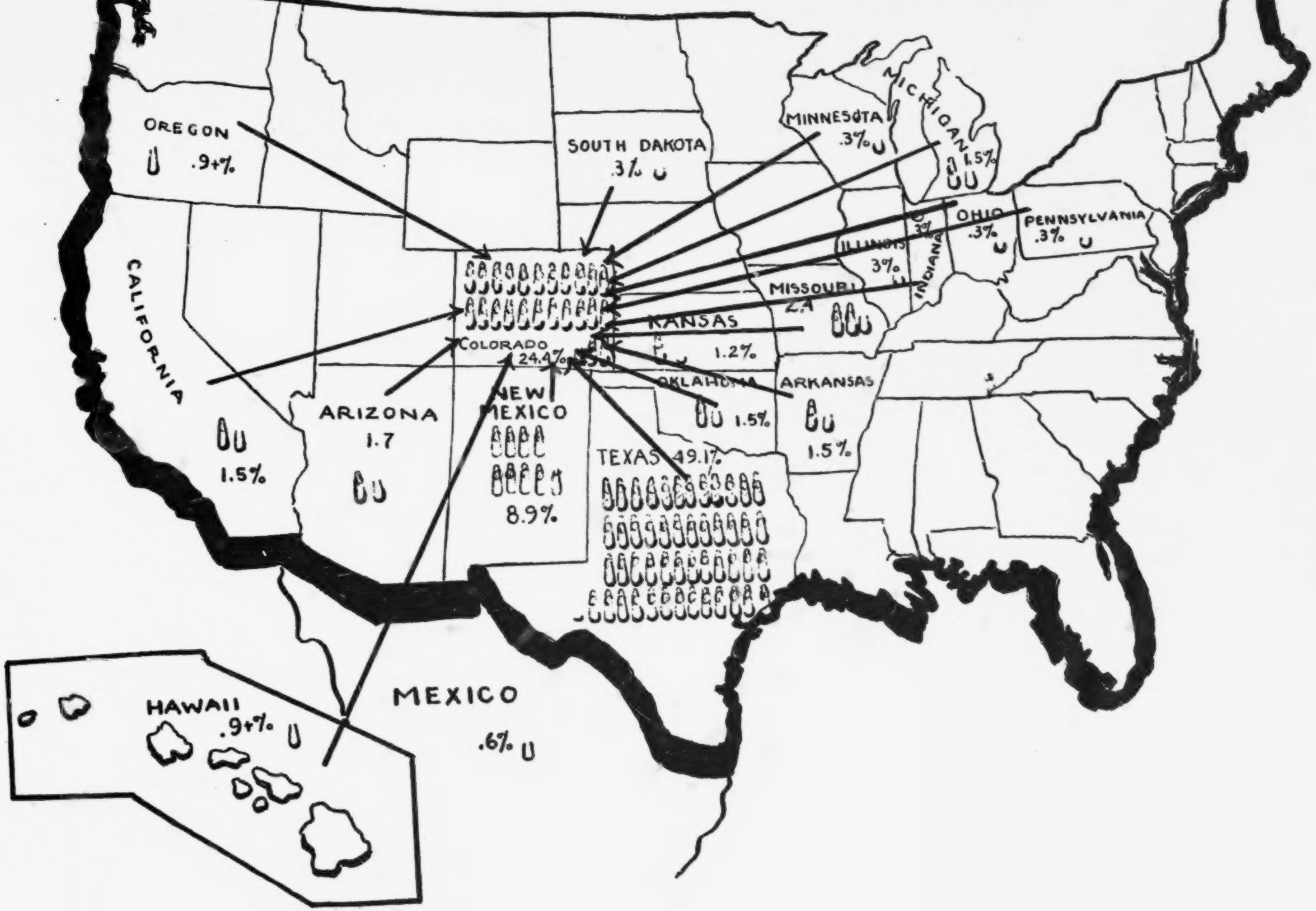
A study of the birthplaces of 336 migrant children enrolled in Colorado's special summer terms shows that more than one-half—49.1 percent in Texas and 8.9 percent in New Mexico—were born in areas to the south of Colorado. These are Spanish-culture people. Only six-tenths of one percent were born south of the border in Old Mexico. About one-fourth of the children were born in the state of Colorado. The remaining 17 percent were born in states located in all directions from Colorado, but mostly west of the Mississippi River.

The states claimed as home base, or place of permanent residence, by these children were all west of the Mississippi. Forty-four percent said Texas was "home", almost 27 percent claimed Colorado as the place of permanent residence. Slightly over six percent came from New Mexico and about 3 percent from Arizona.

What is shown by comparison of places of birth and places of residence? Primarily, one thing, that the movement of the people studied is from the south to the north. There appears to be a constant movement from the extreme southern border areas of the United States to places more northerly. One year a family may move only to the next county northward, but a few years later may find the family two states further north.

Of 339 children there were very few whose families admitted to having no permanent residence whatsoever; slightly more than 1 percent of the group. However, 34 others had no answer for the question. This appeared to indicate a direct avoidance of the question as each schedule was completed by a teacher who asked the questions and recorded the answers. Therefore, it can

Places of Birth of 336 Children Enrolled in Pilot Schools


OREGON
.9+%
CALIFORNIA
1.5%
SOUTH DAKOTA
.3%
MINNESOTA
.3%
MICHIGAN
1.5%
ILLINOIS
3%
INDIANA
.3%
OHIO
.3%
PENNSYLVANIA
.3%
MISSOURI
2.4
KANSAS
1.2%
OKLAHOMA
1.5%
ARKANSAS
1.5%
COLORADO
24.4%
ARIZONA
1.7
NEW MEXICO
8.9%
TEXAS 49.1%
MEXICO
.6%
HAWAII
.9+%

be assumed that up to 11 percent of the migrant group in this state can be in a situation where the matter of a permanent home can be a serious one for them. Our belief is that not more than 3 or 4 percent actually have no specific place to which they can return without question.

The fact that forty-four percent of these domestic migrant families who have school-age children come from the state of Texas is confirmation of the well-known status of Texas as a farm labor supply state. Knowing the locations of migratory people throughout the annual cycle of movement is essential in the establishment of any services designed to alleviate their welfare circumstances.

Racial Background of Colorado Migrant Children

The largest proportion of these children, 76 percent, are of the Spanish-American group. This racial stock supplies the largest proportion of seasonal agricultural workers in the Inter-Mountain migratory stream. In the summer schools the percentage of Spanish-American children varies from about forty percent to as high as 100 percent in two of the schools.

The second largest group is the Anglos with 21 percent. Indians are slightly over 2 percent and Negroes something under 1 percent. The various areas of the state attract different proportions of the racial stocks. The southeast is virtually all Spanish-American, the northeast mostly Spanish-American with small elements of Indians and few Anglos. The Western Slope has roughly one-half Spanish-Americans and Indians, the other half Anglos.

Knowledge of the racial and cultural complexion of pupils is essential for the teacher of migratory children. The emphases on the teaching of the socially-related knowledges and practices must be adjusted to the particular pupils enrolled in schools.

The Family Unit

The stability of family units among migratory people has often been questioned. In this study the total story is not told because the study included only those families having school-age children in school. Among this group there is a considerable stability as shown by the proportion of families retaining children within the familial circle.

TABLE B
With Whom Does Child Live?
1958

With Father and Mother	89%
With Father or Mother	6%
With Parent and Step-Parent	4%
With Grandparents	1%

Table B indicates that all of a group of 339 children were living with family members no more distantly related than grandparents. Living with both parents were 89 percent of these children. Ten percent were with at least one natural parent and only 1 percent with grandparents.

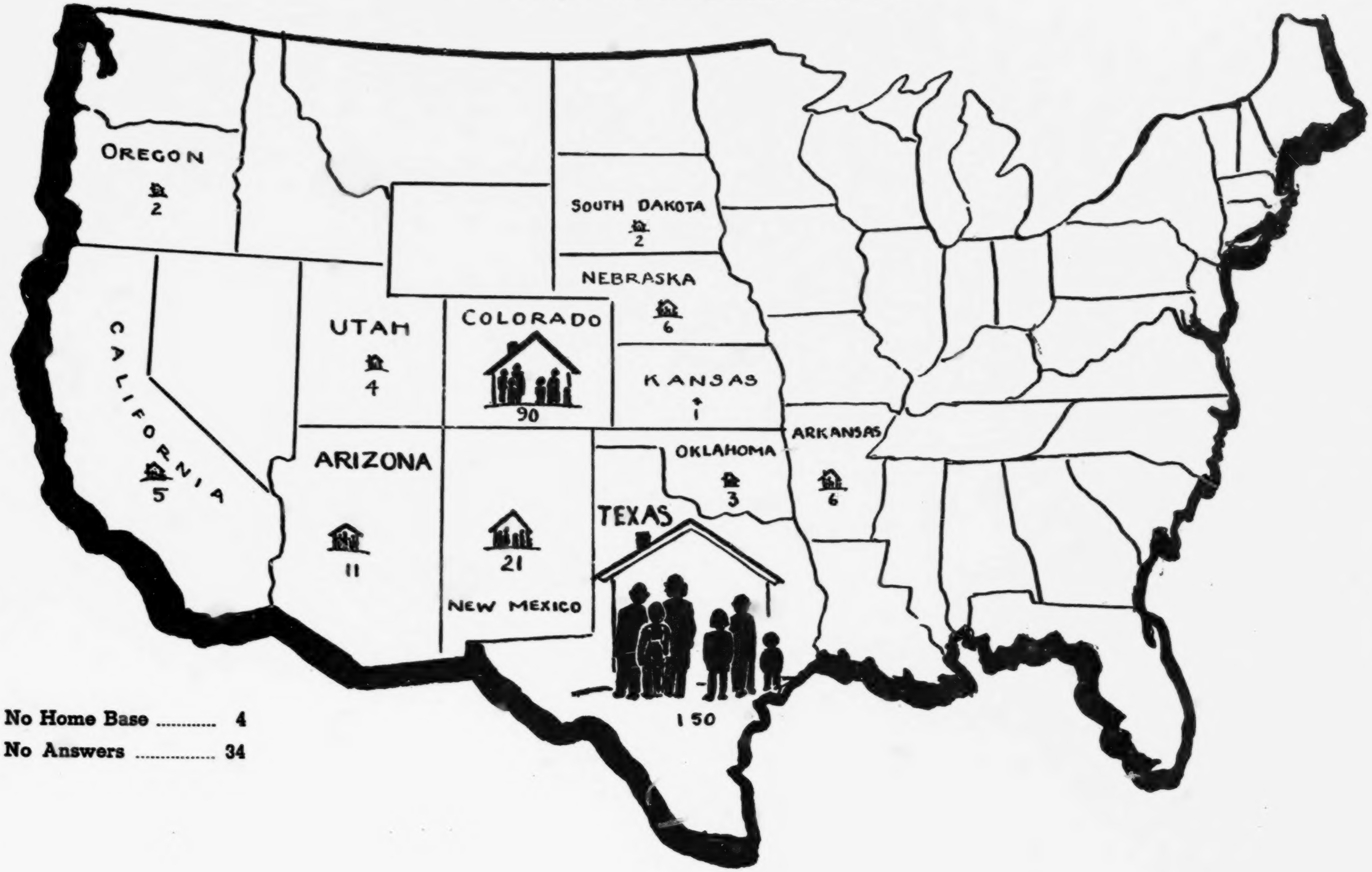
The relationship of the fathers and mothers in this group is favorable. Of the mothers, 97 percent were living and with the family, slightly under 3 percent were deceased, and only one child of the 339 had a mother who was not with the family.

TABLE C
Status of Father and Mother in 160 Migrant Families

(1958)	Father	Mother
Living	93%	97%
Deceased	4%	3%
Not With Family	3%	Less than 1/3 of 1%

Ninety-three percent of these fathers are living, and with their families, Table C. Four percent are deceased, but 3 percent are not with the family. This 3 percent, as near as ascertainable

Home Bases of 339 Colorado Migrant Children


OREGON
2
CALIFORNIA
5
UTAH
4
ARIZONA
11
COLORADO
90
NEW MEXICO
21
SOUTH DAKOTA
2
NEBRASKA
6
KANSAS
1
OKLAHOMA
3
ARKANSAS
6
TEXAS
150

No Home Base 4

No Answers 34

facts could show, are fathers who have abandoned the family group, but in at least one instance the father had stayed in the home base area to keep a permanent job in construction. It is logical to believe that the families which have retained their adhesiveness or togetherness are the ones who ordinarily go on the seasonal work road and are the ones in our study group. This has significance for programs of education which are designed for migratory children during the periods away from home bases. The child who is in a family circle is probably somewhat better cared for, receives more love, and education people are able to secure more favorable cooperation from the natural family in the development of programs for these children.

Relatives Living with Agricultural Migratory Families

Data were secured to show the numbers of relatives who lived with migrant families while the families were "on the road", and also the numbers who lived with the families during the periods when in the permanent home. While on the road, 1 percent of families had a grandfather accompanying them, 6 percent had grandmothers, less than 1 percent had uncles, 2 percent were accompanied by aunts, and 1.5 percent had cousins with them. These were relatives occupying the same living quarters, and do not show the numbers of relatives who were in the same crews.

Table D shows the percentage of families with relatives when located in the permanent home site.

TABLE D

Percentages of Migrant Families at Permanent Home Locations Having Relatives as Integral Members of the Family 1958

Grandfather	11.9%
Grandmother	17.5%
Uncle	1.9%
Aunt	5.0%
Cousin	1.9%

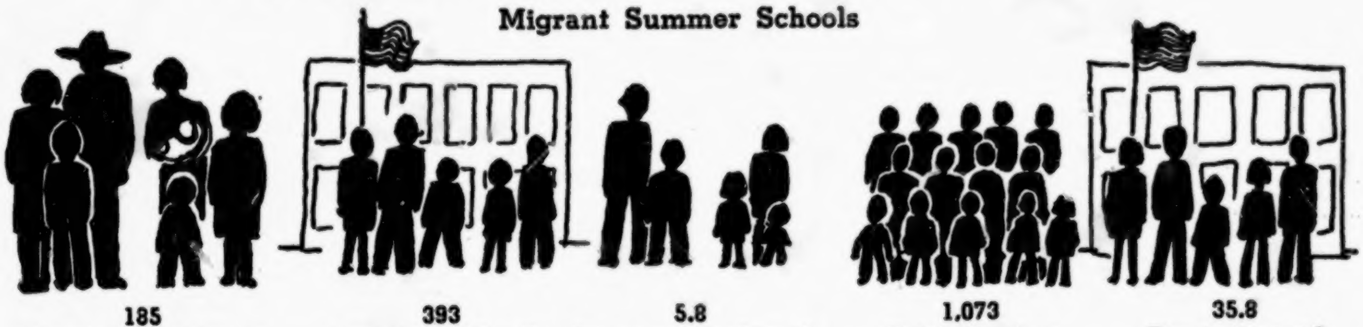
The situation is quite different than when on the road. Almost one in eight families has a grandfather in the permanent home, more than one in six has a grandmother. It appears that about one-half of the uncles and aunts accompany families when they go out to work and almost all cousins go along. The older relatives, grandfathers and grandmothers almost all stay in the permanent location when the family goes out for seasonal work.

Number of Children in the Migrant Families Studied

In a study of the number of children in migrant families there were 185 families represented. These families had a total of 1,073 children, with 393 of them enrolled in a special summer school term at the time of the survey. There was an average of 5.8 children in each family represented. The proportion of children enrolled in the summer terms varied from 26.3 percent in the school with the lowest proportion, to 42.8 percent in the school with the highest proportionate enrollment. In the areas where the proportion of Spanish-Americans was the highest, the size of families was slightly larger than in the area of mixed racial groups.

VITAL STATISTICS ON FAMILIES WITH CHILDREN

Migrant Summer Schools



185
Number of Families

393
Number of Pupils in School

5.8
Average Number of Children per Family

1,073
Total Number of Children

35.8
Percentage of Children Enrolled

Birthplaces of Migrant Parents

Forty-two percent of the parents were born in Texas. Compared with about one-half of 1 percent of the children who were born in Old Mexico, 15 percent of the parent generation—46 fathers and 28 mothers—were born south of the border. Thus, there are some mixed marriages of foreign-born fathers with domestic-born mothers. In these families of foreign-born parents, the children are first generation Americans. As such, many have an extra burden of acquiring acculturation because the parents may not be fully adapted to the American scene.

Texas, Mexico, New Mexico and Colorado lead as places of birth of parents. Birthplaces were in seventeen states, two territories, and the one foreign country. Except for three Puerto Rican-born people, the most eastern areas represented are Indiana. Kentucky and Tennessee.

TABLE E
Birthplaces of Fathers and Mothers of Migrant Children

Place of birth	%	Place of birth	%
Texas	42.2	Arkansas	1.0
Mexico	15.1	Kansas	1.0
New Mexico	12.9	Tennesse	1.0
Colorado	8.6	North Dakota	0.8
Oklahoma	4.9	Puerto Rico	0.6
Missouri	3.7	Hawaii	0.4
Illinois	2.2	Montana	0.4
Nebraska	1.7	Utah	0.4
South Dakota	1.7	Indiana	0.2
Arizona	1.0	Kentucky	0.2
			100.0

The northward movement trend was again discernible in the pattern of paternal birthplaces as compared with present permanent home locations and birth places of their children.

Occupational Pursuits of Migrant Male Workers

Occupational Pursuits of Migrant Fathers and Mothers

In all seasonal work areas, except the Western Slope fruit section, the fathers reported their first or major occupational pursuit as agriculture or laborer. In the fruit area, 81 percent reported agricultural labor as their first occuption, and the other 19 percent reported five other types of jobs were their primary occupations. These included miner, truck driver, factory work, cook and mechanic. These people were all a part of the major migratory work force.

Asked about the nature of secondary occupations, about one-half of the fathers indicated they had a second type of work they had done at some time. Twenty-four jobs were mentioned. The most skilled of these were minister (3), welder, and carpenter. The others were low or semi-skilled vocations for the most part.

Occupational Pursuits of Migrant Female Workers

The occupational pursuits of migrant mothers were also studied. The primary responsibility was ascertained first. In all areas but the Western Slope fruits, the mothers indicated that being a housewife or working the fields was a first occupation. A very small number in the fruit area said being a waitress, a bookkeeper or a store clerk was a chief occupation. The significant finding was that in the lower wage scale areas of the state greater proportions of mothers indicated agricultural work was of primary importance. For example, in a northeast, better wage area, 92 percent of mothers said being a housewife was the prime duty with only 8 percent indicating field work as of first importance. In a southeast, lower wage section, just 40 percent said housewife duties were first and 60 percent placed field work first. The significant influences of economic forces upon the internal organization of the migrant family must be recognized for the effects they create upon the relationships within the family.

Economic necessity does many things to family structure. It creates mobility, the physical and emotional stability of a home situation are lost, the time a mother gives to the children is limited by the working situation, by fatigue, the routine of meals and family disciplines disappear in the pressure of field work early and late and the lack of money for common necessities. The instability of the home situation is created by forces that are insurmountable under most conditions in which the family finds itself.

The mothers indicated twelve occupations on the plane of factory work and waitress as secondary job areas. Throughout this investigation of mothers' occupations, one could read the persistent desire of migrant mothers for improved economic conditions that would permit a more adequate fulfillment of family responsibilities.

Amount of Movement by Migrant Families Within a Season

The number of different locations to which a migrant worker family must move during a season affects earnings and expenses. One-third of this sample of Colorado migrant workers traveled only to one work area during the season. Forty-nine percent went to two places, ten percent to three different areas, and eight percent to more than three. The "one stop" workers comprise a relatively large proportion of the workers, 33 percent. Being one-stop workers can mean that they go to an area that has a fairly long labor demand period, or that they have a more or less stable source of other income and use the seasonal work to supplement it. The workers who go to three or more places are very probably those who stay on the road for the extended season from mid-spring to late autumn or early winter with a few extending their work, or attempts to get work, throughout the year.

During the course of one year, a group of 173 families who all worked in Colorado also worked in other states as follows: Nine families in Arizona, 8 in California, 22 in New Mexico, 78 in Texas, and one each in Florida, Ohio and Wyoming.

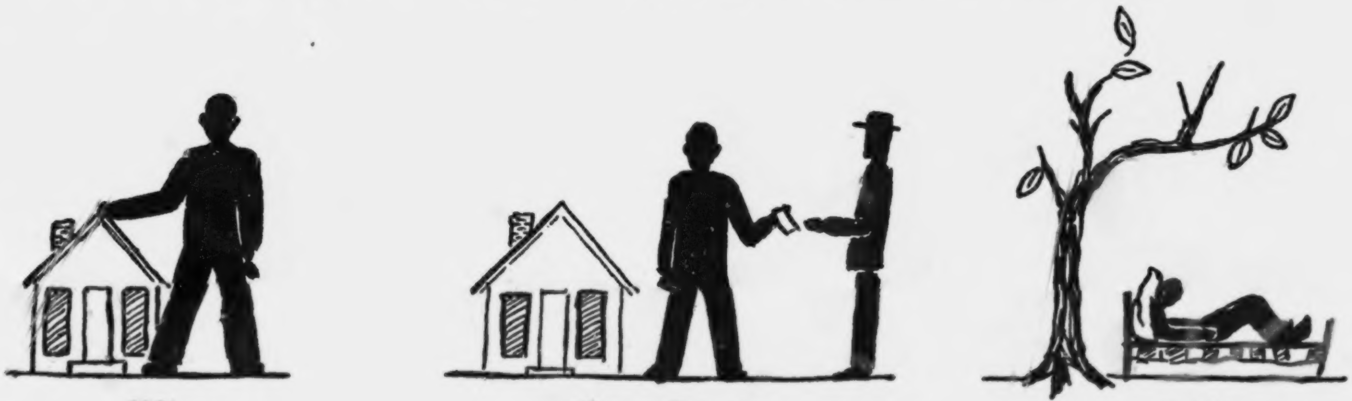
Motor Vehicles Owned by Migrant Families

A passenger auto of some type was owned by 61 percent of the migratory families. One truck is owned by 17 percent, and an auto and a truck by 10 percent. Less than 1 percent own two trucks. Eleven percent of the families own no transport vehicle at all. A survey of types of vehicles indicated the passenger cars were from two to eighteen years old. The vintage on the trucks was less, but it was evident the practice was to purchase used, cheaper vehicles. Families without their own vehicle were transported by other workers' vehicles, or in some instances by company supplied or crew leader transportation.

Livestock Ownership by Migrant Families

Less than five percent of the families owned any livestock at all. Only one family owned cattle, four families sheep, five had hogs, and just eight had poultry. A question about the number of acres in the home site was so inadequately answered, the only conclusion that can be drawn is that home-place lots were very small. The indication is that permanent homes were not of the subsistence farm type.

Percentage of Home Ownership by Migrant Families at Home Bases



43%
Home Owners

Home Renters
55.7%

1.3%
No Home

Home Ownership

One measure used in determining the stability of a societal group is the extent of home ownership. The ownership of homes at home base locations among the migrant group being studied was found to compare favorably with other segments of the American population. In 1956 the proportion of owner-occupied dwellings throughout the United States amounted to 60.4 percent[2]. In the western section of the country in areas "outside standard metropolitan areas" the percentage was 58.3 percent. This is the figure to compare against the ratio of homes owned by migratory people. These migrant worker families owned 43 percent of the dwellings occupied by them at home base sites. The migrants have a 15 percent lower home ownership than the most comparable group in the region. This extent of home ownership is viewed as a favorable characteristic. With the economic limitations prevalent among the domestic migratory families, a definite will for family unity is shown in this degree of home ownership.

As indicated in another section, there is a group of migrant families in excess of 1 percent of the sample segment that have no permanent homes to go to. These people very probably are the ones who seek work in California or Florida in the winter time.

---

[2] **Statistical Abstract of the United States, 1958.** U. S. Department of Commerce, Bureau of Census, p. 760.

Some 55 percent of the sample indicated that they rent the homes they occupy at home bases. Most of the renters continued the renting of the home base house throughout the period of seasonal work. In some of these families a relative, usually an older one, continued to occupy the dwelling while the family took to the road. It appeared that a very few of the families gave up the rented dwelling during the season. These would sometimes be the families that were seeking and hoping for an opportunity to settle somewhere further north.

Characteristics of Permanent Homes of Migratory Families

The construction material of the houses lived in at home bases gives an indication of the type buildings available to these people. The dwellings were made of:

Wood 62%
Adobe 15%
Stone 4%
Brick 10%
Other 9%

The wood and adobe construction totals 77 percent of all home base dwellings. Without having an evaluation of each of these houses to show the age, our observation of migrant peoples' home areas in several states prompts the suggestion that many of these places are located in seriously depressed areas. Many of the houses of wood are old and in poor condition. Some of the adobe homes actually may be better dwelling places than many of the older wooden houses. The 4 percent of stone houses are mostly homes that have been constructed from native field stone gathered from nearby fields or creek beds.

The size of these permanent dwellings is of equal importance to their condition. An average of 8.13 persons lived in homes at the permanent locations. The average number of children was 5.8, with two parents and an average of .33 person who was a relative and a permanent family resident.

TABLE F
Number of Rooms in Permanent Homes of 160 Migratory Families

One Room	5%
Two Rooms	19%
Three Rooms	19%
Four Rooms	19%
Five or More	38%

With more than eight people in the average family, it readily can be seen that well over one half of the homes are over-crowded. However, a certain alleviation of over-crowding exists in the Southwest where the climate allows a great deal of out-of-door living. The sleeping conditions are usually the most affected of all family activities. Even in a house having as many as four rooms, a family of eight might use two or three for sleeping. The children generally are the ones who are crowded for sleeping into the smallest space. The effects of crowded sleeping conditions upon children can extend from questionable health problems to matters of unguided sex learning.

Utilities and Modern Equipment in Permanent Homes of Migrant People

The utilities and modern household conveniences in homes are acceptable indicators of the way of life of American families. One-third of Colorado migrants have bathrooms in their permanent homes. This is an inadequate measure of sanitary facilities. A total of only 40 percent have running water in the house. This is very low by modern standards. A relatively large percentage of homes have electricity. Nine of each ten houses have power for lights and equipment. Only 16 percent of the families have telephones. Both radio and TV are popular with more than three-fourths of homes having radio, and an even half possessing TV sets. Essential electric refrigeration is in only 62 percent of the migrants' residences. This has a direct effect upon the cooking and diets of the people. Lack of refrigeration influences the choice of foods eaten, and may actually influence considerably the cost of food in most families. Of all the items of equipment, the lack of refrigeration in almost four homes in ten is very likely the appliance that has the most detrimental effect upon family health, well-being, and finances. The lack of properly sanitized water supply is also significant.

Washing machines, at almost two for each ten homes, are of less importance than refrigeration, but the lack of them is associated with the low economic status of migrant families. Only 4 percent have vacuum cleaners. This is a piece of household equipment low on the list of desires, chiefly, it is likely, due to the nature of the homes. Comparatively few houses have carpeting; linoleum is the most-used floor covering, but in some houses there are plain bare floors.

TABLE G

Utilities and Modern Equipment in 160 Migrant Homes

Bath	33%	Running Water	40%
Electricity	90%	Telephone	16%
Radio	78%	Television	50%
Electric Refrigeration	62%	Washing Machine	18%
Sewing Machine	9%	Vacuum Cleaner	4%

Languages Spoken by Migrant People

Bear in mind that some 76 percent of the sample migrant group were of the Spanish-American racial stock. This leaves almost one in every four of Anglo, Negro or Indian background. With the exception of a very few Indians, these latter people are English-speaking, having English as their sole language. The percentage given in the tables below are proportions of the total group, and not just the Spanish-culture groups.

TABLE H

Fathers, Mothers and Children Who Speak Spanish Only

Fathers	19%
Mothers	31%
Children	14%

Almost one in each three of migrant mothers speak only the Spanish language. About one in five of the fathers is solely Spanish-speaking. Perhaps more of the fathers speak another language than Spanish because of their broader community contacts and work activity. The percentage figures in Table H should be considered as fully conservative because these people usually claim English even if their ability is only a faltering knowledge. Experience in the migrant schools with the children, and in contacts with the parents, support the conservatism of these figures. Among the Spanish-culture parents it is rather rare to find one who would speak readily in English. The preference generally is for Spanish, and efforts in English are often rather laborious. The 14 percent figure for children is also acceptable as school situations prove that many younger children have no English facility whatsoever and many primary and intermediate children have only a limited ability in English.

With so many parents using only Spanish, the ordinarily used language in the home is the parents' tongue. This usually means the mothers' language determines which one will be spoken in the home situation. The burden on the school for teaching English becomes even greater when the child has little or no opportunity to practice his English in the home environment.

Table I shows the proportions of the migrant group who speak both English and Spanish.

TABLE I

Fathers, Mothers and Children Who Speak English and Spanish

Fathers	37%
Mothers	50%
Children	37%

The reminder is made that no criterion was established for determining linguistic ability other than asking which languages were spoken. It is quite possible, therefore, that some who claim to speak both Spanish and English may not possess much mastery of the latter, though generally it is found that the bilinguals know enough English to "get by" in simple conversation. That 37 percent of the children are bilingual is an aid in the school teaching situation. However, a few teachers say that some of these children might be in a better language position without the poor starts they have made in the English language. It must be acknowledged that among the 76 percent of the migrant children who are of Spanish-culture background, Spanish is their first language. Most of these children speak Spanish poorly and should have tutoring in this language.

TABLE J
Fathers, Mothers and Children Who Speak Only English

Fathers	44%
Mothers	19%
Children	49%

With 44 percent of all fathers speaking English only, Table J, there must be 20 percent of all the fathers who are Spanish and who have but one language, English. Among the Spanish mothers, the indication is that none are monolingual with English the only language. Some mothers of other than Spanish background are dual-lingual also.

TABLE K
Language Spoken by Migratory Children at Home and at Play

	In Home	At Play
Spanish only	55%	46%
English and Spanish	10%	9%
English Only	34%*	45%

Table K shows a language situation that is quite formidable. Seventy-six percent of the children of the Colorado migrant stream who go to the special schools are of Spanish-culture background. Of this 76 percent, therefore, about 72 of every 100 of the Spanish-culture children use Spanish as the chief language in the home. Fifty-five of each 100 children of this group use Spanish as their first language at play. With these limitations on English speech practice, the burden of teaching English falls heavily upon the school.

Children who speak a native tongue other than English tend to use the native, or first, language more frequently in everyday situations than they use the too-little-known English. The school is called upon to do two things: First, to teach the English language, and secondly, to create wide opportunity for children to practice speaking English. It is known that practices adopted by the children are gradually absorbed by the older generation. It is reasonable to assume that development of English speech among the Spanish migrant group of children will have its effect upon the language habits of the parents.

Reading Practices of Migrant People

Newspaper purchase and reading are thought to be basic measures of literate understanding in this country. Twenty-two percent of migrants' homes ordinarily have a daily newspaper, but only 11 percent of the adults read daily newspapers with any regularity. Weekly newspapers have a slightly lower use.

A survey of magazine usage showed that 30 percent of families do have some magazines. Twenty percent usually have only one magazine in the home at a time. The types of periodicals run the gamut from comics and romance through the religious, farm and news publications. There appeared to be a preponderence of the lighter reading materials.

In 160 homes, no families admitted to having no books at all. However, only 26 percent of the families estimated the number of books possessed totaled from one to about twenty-five. Among the books, however, there appeared to be only three encyclopedias, three dictionaries and 21 Bibles.

---

*About 1 percent speak Indian languages.

Organizational Activities of Migratory People

The church was the only organization to which many of these people belonged. Less than one percent had joined a Parent-Teacher Association, the American Legion or Scouting, the only other activities named. These people are not "joiners" as is common among the general American population.

Education and the Migrant Family

Table L indicates that migrant mothers have had somewhat more formal schooling than their mates. Sixteen percent of all parents had no experience at all with formal education. Somewhat less than a quarter completed grades in the level of first to fourth. Over one-third went to school for five to eight grades, and about one-fourth had some high school work. Just 2 percent did any work beyond high school, with 1 percent of mothers having some business school training, and 1 percent each of fathers and mothers having had two years of college education.

TABLE L

School Grades Completed by Migrant Fathers and Mothers

	Percent Completed		
Grade	**Fathers**	**Mothers**	**Group**
0	17	15	16
1	2	2	22
2	3	3	
3	12	10	
4	4	8	
5	14	7	36
6	6	1	
7	5	9	
8	20	10	
9	3	7	24
10	5	10	
11	3	8	
12	5	7	
6 Months Business	....	2	2
2 Years College	1	1	

Some three-fourths, or 74 percent, of parents did not get beyond grade school. There are implications in this proportion of limited educated parents for school attendance by the children of these people. The parent with limited formal education ordinarily took one or another extreme position—he either violently opposed education for his children or he was most enthusiastic for the opportunity. Seldom did this type of parent take a middle position.

Migrant children like to attend school. Over 95 percent specifically stated that they liked school, 1 percent definitely did not like it, while the remainder were fence-sitters, sometimes liking, sometimes disliking. Boys and girls were about equal in their attitudes toward school.

Ninety-six percent of migrant children said they wanted to finish school. There was no definition of what "finish" meant. Of the few who would not complete schooling, some said they would "try". An indication of possible futility was evident in the "will try" statements, as though even at their early ages they recognized that serious handicaps would confront them. Boys and girls were of like opinion in numbers who would like to finish their schooling.

Eighty-one percent of the children who had attended school before had gone to school last at the location of their home bases. The remaining 19 percent had attended school last at a point other than their home bases. These locations included the regular terms of Colorado schools, the Colorado special terms for migratory children during the previous summer, Arkansas, Arizona, California, Hawaii, Illinois, Minnesota, Missouri, Nebraska, New Mexico, Oregon, Texas and Wisconsin.

The length of time the last school was attended varied from six weeks to eight years. A considerable proportion recorded attendance over periods of one to several years, tending to indicate that school attendance had been quite regular prior to the time the family had taken to the road for the first time.

Summary

In the summer schools of three consecutive years, 1958-1960, 90 percent of the migrant children enrolling were in the age group six through eleven years. The oldest was fifteen years, but only eight percent were in the group over twelve. The primary and intermediate age groups were the ones who attended school. After about age ten, there are two chief forces that tend to detract migrant children from school attendance. One is age-grade retardation that has developed because of irregular attendance; the other is the economic pressure to take field jobs whenever they are available. Retarded children realize their status and are not happy with it, thus creating an anti-school attitude. The every-day economic pressure is a very great influence in directing their energies toward money-profitable labor.

Virtually all the children of the sample group were American born. Their current home base residence areas were chiefly in the border states though almost 27 percent were children whose permanent homes were in Colorado. Colorado has a problem in restudying the education needs of this group of children. They must be identified and provision made to make education available to them to the extent of their need that they may retain their age-status in school and advance with accomplishment comparable to the children of the general population.

Place of birth and place of residence data tend to verify the fact that the people of Spanish-American racial stock are engaged in a long-term, but persistent movement, from southern areas of the United States to more northerly areas. The basic cause for this movement is the seeking to improve economic and social status.

The Colorado migrant stream, as evidenced by the particular sample studied, is a group with more stability than some migrant populations in other sections of the country—particularly the east and west coast streams. A large proportion of the domestics of the Inter-Mountain stream have permanent home locations. They are one-season, and in many cases, one or two crop migrants. The income from seasonal field work occupies an important place in their annual income plans.

Three-fourths of these people are of Spanish-American racial background. A small percentage are Indians, there are very few Negroes and the balance is composed of mixed Anglos. Cultural background of the people is important knowledge for the school people who serve the migrants.

There is a high ratio of unity within the families represented. Children all live with parents or near relatives. This is an affirmative factor in the family-school relationship.

Isolated relatives become members of these families. Younger relatives who are members of households accompany the family during the work season, but most older relatives stay at the home base location.

In a study of 185 families, there was an average of 5.8 children per family. Approximately one-third of the children attended special summer schools designed for them.

Fifteen percent of the parents were born in Mexico. The culture status of these people undoubtedly creates an additional problem for the schools to completely fill the cultural gap for the first-generation children born in the American scene.

Both the fathers and mothers of this migrant group had limited experience in occupations other than agriculture. The level of preparedness in semi-skilled and skilled vocations did not appear to fit many of the people for permanent work in other occupations. This points to specific need for education programs to promote vocational skills of adults.

One-third of these families were "one-stop" workers, making only one work area for the season. The group had a certain stability of movement over regular routes each season. The number of work areas visited was generally limited. There seemed to be a very minimum of wandering in search of new work territory. About nine of each ten families own some transport vehicle. The family without a vehicle is transported by other families or in crew leaders' trucks.

At the home base locations of these families, homes are not of the subsistence farm type. Only 5 percent of families own any livestock and these are small in number. There is a considerable social stability in the group as shown by a 43 percent ownership of homes. This compares with a 58.3 percent ownership by a comparable group in the general population. About 55 families in every 100 rent homes, and a small proportion of 1 or 2 percent evidently have no particular place they call home.

The construction of homes was of materials indicating for the most part cheaper type dwellings. The number of rooms was generally very small for housing the average family of 8.13 persons. Houses were deficient in utilities and modern equipment. Nine in ten houses had electricity, but only four had water. Only six had electric refrigeration, though radio and TV were popular appliances.

The language problem is rather difficult for schools serving these children. Almost one-third of mothers do not speak any English. The major or sole language in the home situations is so often Spanish that many children have limited opportunity to practice English every day. The ability to speak English in an English-speaking society is considered to be of great importance. The burden on the school to teach adequate English speech is much greater and more difficult in a situation where many children do not use the language in out-of-school conversation.

Accent on reading and availability of reading materials in the migrant home are quite limited. The atmosphere is not conducive for the child to pursue voluntary reading programs. Participation in society groups is very limited among these people. The church is virtually the only organization in which very many participate. Even the church is probably passive participation.

Migrant parents have had limited formal schooling. One in six has not attended school, and only one-fourth have had more than elementary school experience. There appears to be a direct ratio between the education of the parents and their desire for education of their children.

Migrant children like to attend school and have a desire to obtain an education. There is a whimsical note of improbability, however, when they talk about their hopes. There seems to have been a fairly consistent pattern of school attendance by children until the time the family started doing seasonal labor. Thereafter, the pattern of attendance is very erratic.

PROVIDING EDUCATION FOR MIGRANT CHILDREN

CHAPTER V

HISTORY OF MIGRANT EDUCATION IN COLORADO

Exploration of the problem of educating agricultural migratory children started in Colorado about 1950. Regional conferences sponsored by the United States Office of Education and other agencies from 1952 to the present have done much to stimulate activity in behalf of the migrant child.

The presence of children of seasonal farm workers in Colorado during the period from May to November each year has been a fact for many years. Undoubtedly a few of these children did register for limited periods in the regular schools of the state, but generally there was little concern for them so they were left to live in a manner prescribed by the attitudes of their parents. Without an encouraging external force to guide these people in educational accomplishment, there was little effort made on behalf of the children. Schoolmen who have worked with migrant children for several years say that in the mid-1950's the migrant parent was not opposed to education nor was he actively seeking educational opportunity for his children. He had a rather neutral attitude—nothing was being done about it. What could he do? So, generally, it was not a serious concern to the migrant parent who felt that he was not powerful enough to influence the matter one way or another.

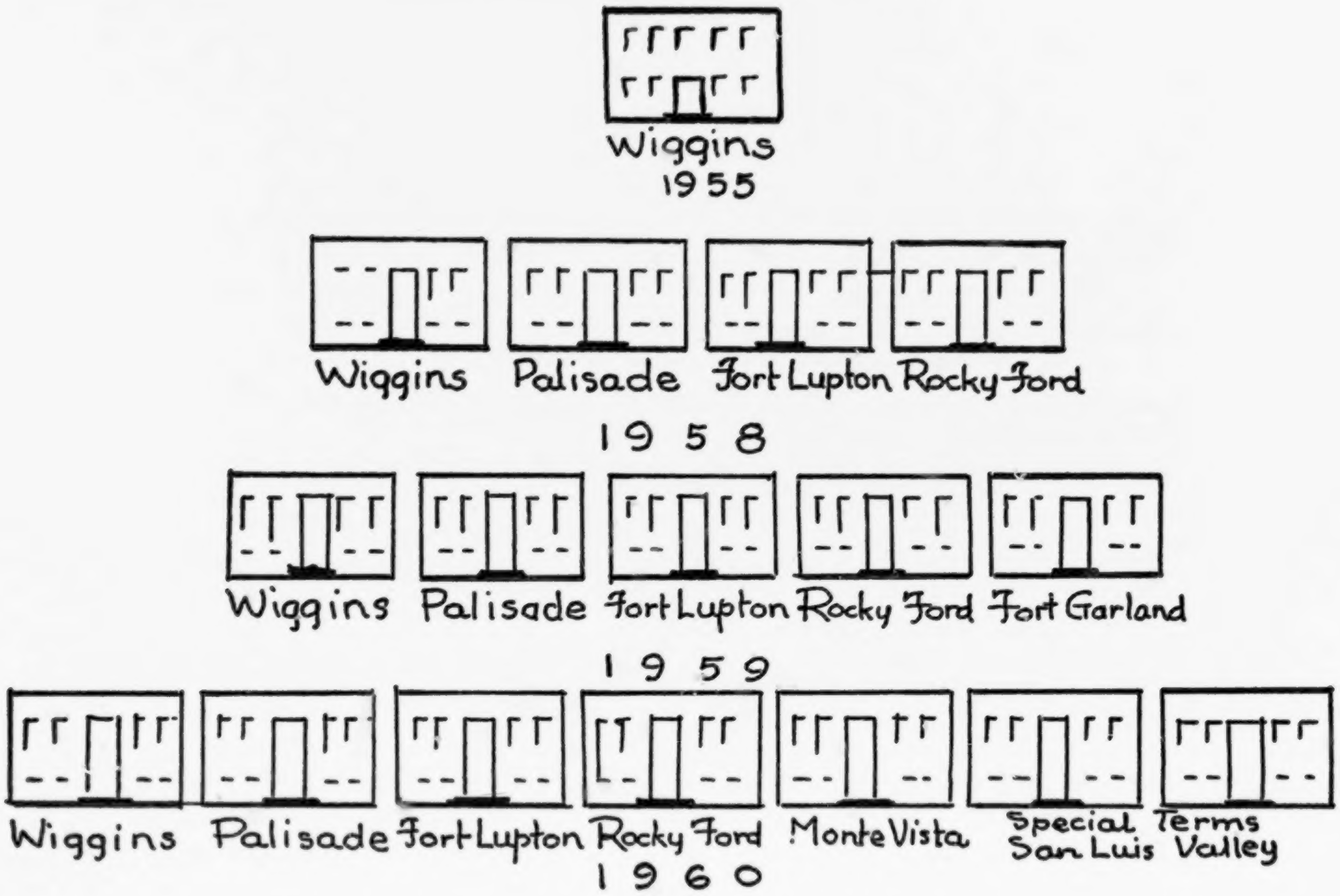
In the late spring of 1955 the County Superintendent of Schools in Morgan County, Miss Marian Lockwood, evidenced concern for these children. Mrs. Anna C. Petteys, of the State Board of Education, responded with a like concern and with Mrs. Lucile H. Latting of the State Department of Education some exploration of the problem in Weld and Morgan counties was done. Ellis Johnson, Superintendent of Schools at Wiggins, joined the interested group. Wiggins was in a seasonal labor area near the border of the two counties. Ascertaining that there was normally a considerable number of migrant children in the Wiggins area, decision was made to seek an appropriation from the State Board or Education to support the operation of a summer school term for migrant children at Wiggins. Opportunity was also offered to Fort Lupton to operate a summer make-up school in 1955, but the Fort Lupton summer school was not organized that year.

A budget was prepared and submitted to the Board with Mrs. Pettys' support. The Board approved expenditure of a sum up to $1,500 for the "migrant school". Of the approved amount, $1,426.10 was used. This money came from the contingency reserve fund of the state public school fund. The local public school district No. 50 of Morgan County at Wiggins was to operate the summer term. Mr. Johnson, the Superintendent, was enthusiastic about the project and assumed the task of locating migrant children in the surrounding countryside and persuading parents to allow the youngsters to attend the session. There were no migrant camps in the area so each farm had to be visited to find if there were workers and children housed on the farm. The object of the school was to help children to make up school time lost while families were "on the road".

Thirty-one children were enrolled. The group was divided into a primary and an upper division, though there seemed to be no more than fourth grade achievement in the upper division. There was a distinct reticence about sending children to the school by some of the families. It was believed that with compulsory attendance, enrollment would have been half again as large. Before the bus route was organized, however, other children walked up to three miles to the school. The children in only two or three families had been in winter term schools in Texas the previous year. When a child had been in regular school, the family attitude was that no summer schooling was necessary. The concept of retardation was accepted only if a child had not attended school. Having attended, there was no reason to believe the child was behind a status he should have had.

The teachers of the two divisions found that they each had all the children they could handle. Much of the teaching had to be done on an individual basis because of the wide variation in achievement of the children. Achievement testing indicated an average academic advance during the six-weeks session of about five months. This was attributed to the small numbers in the classes and the subsequent larger amount of time given by each teacher to individual instruction.

Development of Special Terms in Colorado


Wiggins
1955
Wiggins
Palisade
Fort Lupton
Rocky Ford
1958
Wiggins
Palisade
Fort Lupton
Rocky Ford
Fort Garland
1959
Wiggins
Palisade
Fort Lupton
Rocky Ford
Monte Vista
Special Terms
San Luis Valley
1960

Local organizations throughout the county contributed funds and materials for free lunches, art work and health examinations. The school lunch program was considered to be a very essential part of the migrant school. Records indicated that the average gain in weight during the six-weeks period was 3.7 pounds, and in height seven-tenths of an inch. The Wiggins school has continued operating during the height-of-work six weeks period each year since 1955.

The success of the Wiggins school prompted formation of one at Palisade in Mesa County in 1956. This school operated in the late summer, closing just before the regular schools opened for the fall term. Again, response and successful accomplishment were evident. In 1957 two more schools were operated. One was at Fort Lupton in the valley of the South Platte, north of Denver, the other at Rocky Ford in the Arkansas Valley. Terms operated from five to seven weeks.

These four schools at Wiggins, Palisade, Fort Lupton and Rocky Ford were again opened in 1958. The terms were six weeks except at Fort Lupton, which was for five weeks.

In 1959 the Palisade school ran for thirty-eight days due to prolonged peach harvest caused by rains. The pattern had become five weeks at Fort Lupton and six weeks at the other centers. A fifth school was started at Fort Garland in the San Luis Valley with a large enrollment. In 1959 the average cost per day attended in all schools was $3.09. Per pupil costs for the term ran from $67.11 at Wiggins to $132.40 at Fort Lupton

By 1960 the summer school operation had proved so successful that two new schools, now referred to as "Special Terms", were opened in the San Luis Valley. The school at Fort Garland because of local conditions, was not operated in 1960. At Monte Vista a term limited to eighteen children received pupils from a rural depressed area where agricultural workers made their permanent homes. Two purposes were tested: (1) Could pre-school and primary-level children with language handicaps be aided by a summer school experience, and (2) could a social readiness for school participation be created in backward children? Both questions were answered in the affirmative in the Monte Vista experiment.

The other new school in 1960 was at San Luis, also a home-base area for farm workers. The response was tremendous, with demand for summer term admittance by the majority of children in the south end of Costilla County. Here the purpose, through the sixth grade, was to bring children up to acceptable age-grade status. There was enrichment in the program also, because materials were made available that could not be supplied by the school district in its regular terms.

During the period 1958 through 1960 the summer school program took on a look of maturity and permanence as the experimental work of the Migrant Education Research Project began to be fed back to the school staffs. These accomplishments will be treated in the remaining chapters of this report.

The task of in-service education of teachers was started in 1957 with a two-week workshop at Adams State College on the theme of migrant bilingual education. In 1959 at Adams State, a full-time four week workshop on curriculum for migratory children produced a guidebook for teachers entitled *"Learning on the Move"*. A five-week full-time workshop in 1960 had a dual purpose of aiding teachers in developing a more complete understanding of the migrant child and methods in the classroom, and it considered the problem of attitude and value formation in the migrant child. Other in-service workshops are scheduled each year through 1963.

The inauguration of migrant education programs in the state required considerable effort. In 1953 and 1954 meetings were held to consider the possibility of starting migrant summer schools, or providing additional aid to school districts to enable them to offer schooling to migratory children in the early autumn period. About 1953 some financial aid was given to a school district in the Fort Collins area for an early fall program. After the firm start in 1955 at Wiggins, the summer school proved itself and caused the program to remain in favor. Other areas of the United States began to look to Colorado to benefit by the experiences here.

CHILD LABOR LAWS

The federal Fair Labor Standards Act of 1938, with amendments, prohibits the following things insofar as application to Colorado agriculture is concerned:

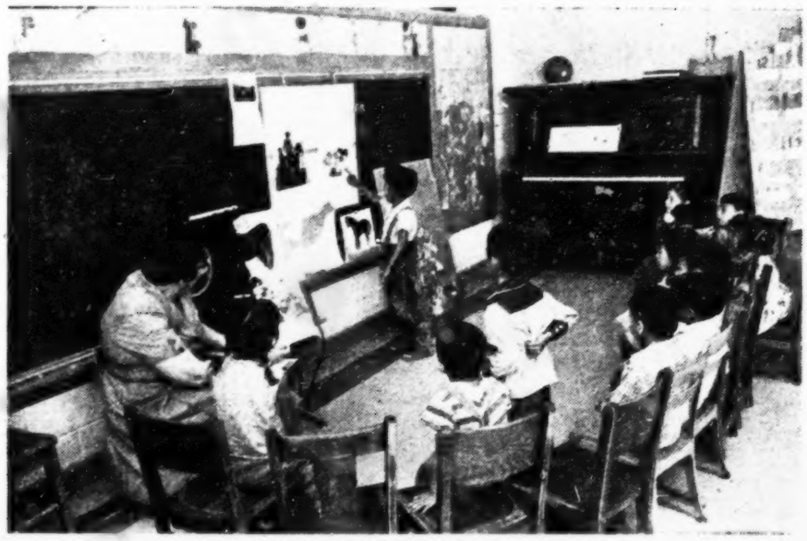
(1) It prohibits "oppressive child labor" but the regulations provided by the Secretary of Labor have never included any agricultural pursuits as oppressive (logging and sawmill operations are oppressive labor).

(2) It prohibits children under 16 from working on a farm during the school hours of the school district where the child lives while working.

The Colorado Child Labor Laws have certain restrictions that apply to children in any category of work. Concerning the employment of children under fourteen years of age, no child may be employed during any month when school is in session. (It is believed this is interpreted more liberally as not permitting a child to work when the school of his district of permanent or temporary residence is actually in session rather than prohibiting for the entire period of any month when school is open.) A child may not work more than eight hours a day (forty-eight hours a

"She's all my ideal"

Learning can be fun!



"Tool skills are new to us!"

week) or before seven a.m. or after eight p.m. It is specifically stated that nothing in the law "shall be construed to prevent the employment of children in any fruit orchard, garden, field or farm, provided that when working for other than parents a permit must first be secured from the superintendent of schools".

There is a serious discrepancy that exists between the federal Fair Labor Standards Act and the Colorado school attendance laws as they apply to the migrant child who is outside his legal school residence district. The federal law says the child under sixteen cannot be in gainful employment during a period when the schools of the district are in session. The Colorado law is interpreted at the same time to say this child cannot attend the school. It is mandatory that we acknowledge the need for a realistic approach to the matter of getting mobile children educated by placing them in school whenever and wherever they may happen to be. It is nonsense to say a child, in certain situations, cannot work nor may he go to school.

A recommendation appears in the following section.

MATTER OF RESIDENCE AND SCHOOL ATTENDANCE

The matter and interpretation of "residence" is probably the key consideration in defining the responsibilities of school districts, municipalities and other legal divisions of the state for the welfare of people seeking a service. Colorado law defines residence of a child as that place in which the child resides with his legally accepted or appointed parent or guardian. Court decisions have clarified that residence de facto is constituted of two elements: (1) The physical presence within a prescribed area, and (2) the actual intent to make this place home for an indefinite period.

The migratory child who comes into Colorado from another state and temporarily resides in a school district can be meeting the first requirement but does not meet the second, because he, or his guardians, do not have the intent to make this more than a temporary home. Thus, a school board preferring to avoid the responsibility of supplying education facilities to the child, may do so by power given to it in C.R.S. 123-21-2 which deals with residence.

However, in CRS 123-10-22, the power to enroll a pupil without payment of tuition is clearly stated: ". . . if in the judgment of the board of education the pupil needs to be in the school district in order to have a home and the necessities of life, the board of education is hereby authorized to waive all tuition costs" This section clearly permits the school board to enter migrant children without payment of tuition. In the full light of the evident philosophy of this section it appears that the application should be in favor of the child. The child, ordinarily, does not control his own destiny; where his parents are located while making a livelihood automatically places the child there in order to receive "shelter and the necessities of life". Consideration should be given to making attendance mandatory when a child is in a location where home and the necessities of life are available whether this be on a permanent or a temporary basis.

The right of the school board to admit a non-resident child is not denied to the board. The board has the power to determine and fix the terms of admission and may decide as it sees fit to require a fee or admit a child tuition free.

For determining legal residence within the state for certain purposes other than school attendance, a one-year period in physical, actual occupation is required. To establish status, for example, to vote or to purchase resident hunting licenses, a person must have been physically within the state for one year. It is sometimes said in school circles by those who may not favor admittance of the migrant child to school that "he hasn't been here a year". This application of the one-year requirement is entirely erroneous. There are two reasons for this. One is because there is no statutory provision establishing a year's presence to determine eligibility for school attendance. The second reason is because the intent of public education, and assumption by the public of responsibility for it, are based upon the proposition that it is desirable in a democracy such as ours to prepare the individual to perform his functions in the most adequate way possible. This is necessary to secure the best life for the individual, and ultimately because the strength of the individual is a necessary asset for a strong society.

It is evident that in the founding of public education and in its growth throughout state and national history, the purpose and the responsibility of the school district have been to provide educational opportunity for the child. Further, the district should assume a very grave responsibility to do everything possible to offer and present education in such a manner that the child can benefit by it. Recognition of the strength of the individual as basic to creation of the national strength is so firmly fixed in our society that laws must be adjusted to achieve the purpose and not to circumvent it.

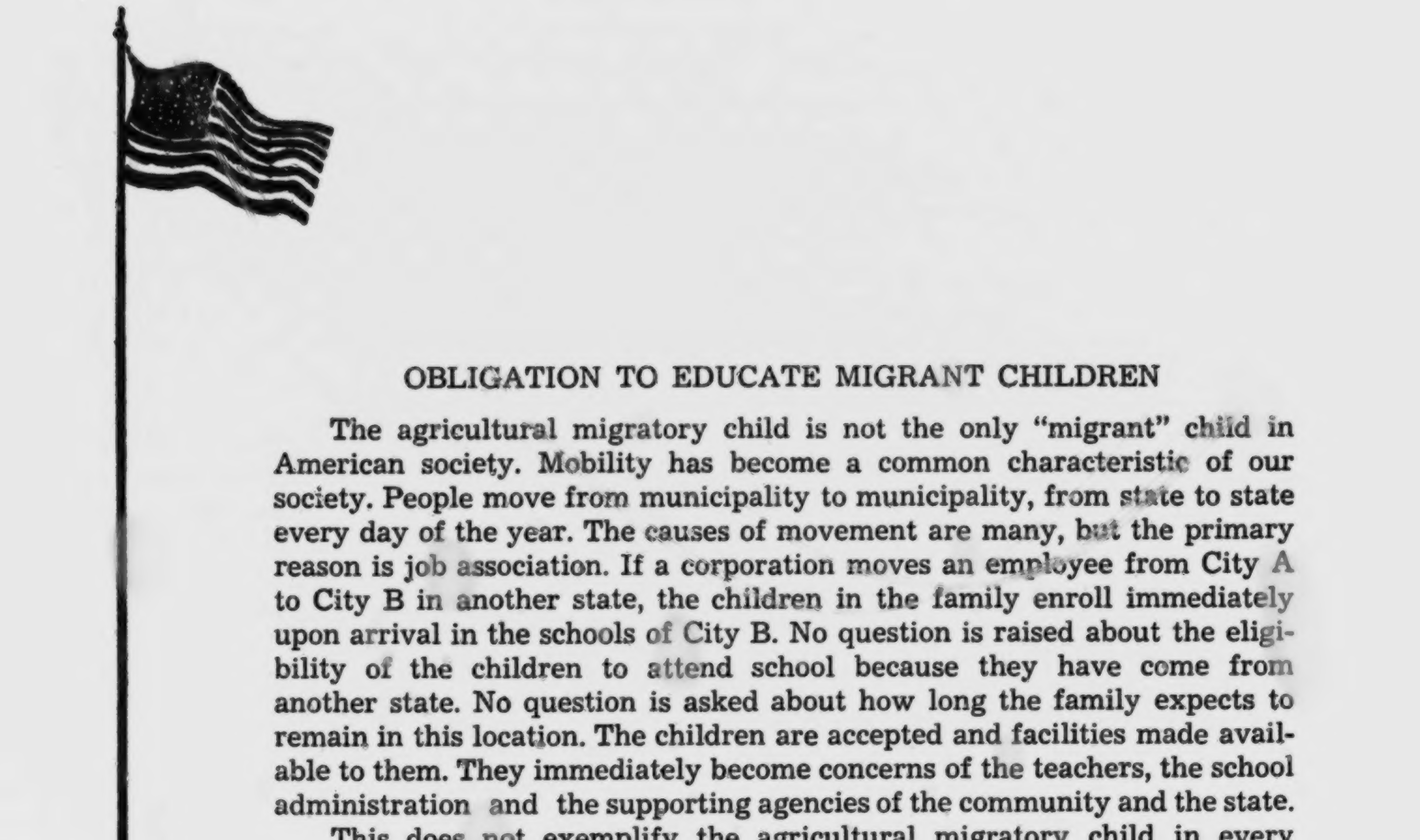
There is one other element about Colorado's present school attendance laws that needs careful study and possible inclusion in any revision. If a school district possesses an adverse community attitude about the school attendance of a certain segment of its population, it would be possible to neutralize attendance of these youngsters by the simple process of not accepting them in the schools. If they were not politically organized enough to be heard, the disregard of the district's obligation might go unchallenged. Under present status the power of law enforcement, and initiating action for removal of officials who fail in enforcing the law, is centered in the prosecuting attorney. Community will, in large measure, determines the extent of total law enforcement processes in any area. If a district disregards its obligations and local enforcing agencies look the other way, what opportunity is there for the injured minority group? With due consideration for the inherent good in the policy of local autonomy, it must be recognized that the whole state society can be equally guilty in permitting the local denial of right to school attendance. The suggesion here is that serious study be made with the intent of closing this possible gap that might occur in actual operation of attendance laws.

Recommendation

The state school laws regarding attendance of children should be revised. They should be written with the major premise being that it is desirable both for the individual and for society that the child be educated. They should expressly confirm the policy that it is an obligation of the school district to offer educational opportunity, and secondly, it is a responsibility of the child and the guardian to assimilate the opportunity for education to the best of the child's ability. The law shoul specifically state that the obligation for school attendance, and the proffering of school facilities, is operative immediately a child takes physical occupation within the school district. Possibly the chief obstacle in writing a law would be to make provision for prohibiting transfer of a child to a district because the child or guardians want him to attend a certain school regardless of the actual de facto residence of the parents or guardians. This restriction can be based upon the factor of intent. Intent should be based upon purpose rather than being based upon the time factor.

The chain of responsibility for enforcing school attendance laws should be studied with a view to strengthening means for causing enforcement in a lax school district.

If fully enforced everywhere according to the spirit of the law, present school attendance laws could be made adequate. The partial breaking down in enforcement is now the greatest cause for the lack of faith which currently exists in the laws as presently constituted.



OBLIGATION TO EDUCATE MIGRANT CHILDREN

The agricultural migratory child is not the only "migrant" child in American society. Mobility has become a common characteristic of our society. People move from municipality to municipality, from state to state every day of the year. The causes of movement are many, but the primary reason is job association. If a corporation moves an employee from City A to City B in another state, the children in the family enroll immediately upon arrival in the schools of City B. No question is raised about the eligibility of the children to attend school because they have come from another state. No question is asked about how long the family expects to remain in this location. The children are accepted and facilities made available to them. They immediately become concerns of the teachers, the school administration and the supporting agencies of the community and the state.

This does not exemplify the agricultural migratory child in every community. One school district may receive the child with a whole-hearted welcome, but the next may refuse to take him in. Usually rejection is accompanied by some explanation as "We have no place for him". The refusal to make a place is invariably a direct indication of the community's attitude of non-acceptance.

"Children must have school doors opened to them wherever they may be or a full education cannot be obtained."

Every community everywhere has the responsibility of accepting any and every migrant child. This policy does not get its support from arguments about the economic contribution being made to the community by the migrant worker or any of several other possible reasons. The only reason that needs to be considered is that the child must be educated and the education opportunity must be offered at the place where the child is. There are no passports between states. The movement of people is free. No area can keep its ignorance unto itself. Unless every location operates a schooling plant for everyone, there will be segments of population with serious voids in its education. This our society cannot afford. Children must have school doors opened to them wherever they may be or a full education cannot be obtained.

VALUE CONCEPTS IMPLICIT IN A MIGRANT EDUCATION PROGRAM

It is clear that the very fact of favoring programs of education for migratory children implies the necessity to weigh values that are inherent or can be made part of the program. It is evident that values functional to society views must be accepted or rejected. The structure of the program must be largely shaped upon the accepted or rejected values. Granting that this is true, the question must be raised: What values are to be built into this program for migrant children usage?

First, it is necessary to examine the values that have gained common acceptance in the public schools of America.

Perpetuation of the Democratic Ideal in the American Individual

In the authoritarian society, the group is the paramount and supreme end and purpose. The reigning group, through methods of its own selection, determine upon the leadership it will accept. Group purpose is selected, in the main, by the heirarchy that constitutes the governing elite. Group purpose, goals, and welfare are paramount to individual welfare. The individual's labor, purposes, goods and production are centered to strengthen the group rather than the individual. Rather than personal liberty, the individual must be trained from early childhood to accept the purposes of the group, to subordinate personal desire, initiative and productivity to the goals accepted or imposed upon the total group. The individual must be taught subservience to the supreme will of group purpose. This means he is not to question group wisdom; he is to make his personal desires conform to group decision.

His participation in the group decision-making process is all pre-conditioned, all within a prescribed orbit of responses. The governing group controls the mechanisms of response that predetermines the paricipation, the part to be played by the individual. There must be developed in the individual the desire, the willingness to submerge his self to the higher will that dominates the group. The resulting concept is that man should be a mechanistic cog in a society that desires only to fulfill purposes consonant with group idealogy and plan.

In great contrast to the authoritarian philosophy of the function of man, democracy believes in promoting the dignity of man. It believes that the individual has the right of self-determination. It believes that action of individuals and groups should permit the fulfillment of personal dignity. The purpose of group function should be to enhance the opportunity of the individual to exercise his abilities, his creative initiative, his responsibilities for the greater development of self. In democracy the group decision is arrived at by free, rather than conditioned, vote of the individual. The dissemination of information is based upon truth and wholeness. A responsibility of the individual is to secure the complete facts before making decision. The group direction thus is determined by the composite opinion of the persons composing the group. The function of leadership is to execute the group will. Persons in leadership roles or followership roles have the privilege of free expression, agreement or disagreement with the composite opinion. The responsibility of following group purpose is, in a sense, an unwritten understanding of democratic processes. However, we accept limitations to individual liberty that the group processes determined upon are best for the continuation of other personal liberties, safety, or welfare.

The education of children for participation in a democracy should include teaching and practice in the methods of group processes. Children should learn by experience that each has a right to voice an opinion, that group discussion brings about consideration of many viewpoints, possibilities and facts. As a result of group exchange, the decision made can be sound and is the nearest to the group composite opinion. The individual has had a part in making the decision and assumes a responsibility to participate in the spirit of the democratic ideal. This process enhances the integrity of the individual. He does not shape his activity to the will of decision-makers for the group. His opportunity for expression has permitted maintenance of personal dignity and integrity.

Value of Responsibility in Exercising the Right of Deciding with the Duty of Adequate Fulfillment

Each individual has a right to contribute to decision. Insofar as his desire, ability and knowledge permit him to add to the process of decision he also should know that his right carries with it a responsibility of participation. A further duty of the individual is to carry the process of consideration to a point of fulfillment before ultimate decision is determined upon. The child needs to understand that soundness of participation in decision-making must be paralled by completeness of opportunity to participate for everyone involved.

As part of the duty of fulfillment of societal obligation, these children must learn also that *authority* has an important role in maintaining freedom. Social organization is stabilized by authority which gives direction and support to individuals. The will to stay within defined limitations is as important in the life of a society as is the ability to contribute to decision-making, and adjustment to the changing needs of society. Children must be taught that certain rules and regulations are necessary for the good of the group and all must abide by these limitations.

Value of Creative Challenge

The atmosphere for free expression must be maintained. Each person should have opportunity to make statements or to raise questions upon points of truth, structure, reasoning, or other approaches that will add to the creativity of decision. The right to express untried approaches and new significances is retained in the individual.

Value of Total Information

The fulfilling of this value requires the exercise of a right and the expectation of fulfillment of obligation on the part of others. All facts pertaining to a matter of decision should be known, should be recognized for their worth, and should be considered in the perspective of the total responsibility. Children need to understand the importance and have the ability to distinguish between fact and opinion. What is the authority for the stated fact? How sound is the expressed opinion?

Value of Total Exploration

The need to consider a matter from all possible views and in combinations uncovering all implications is implicitly a right to be exercised fully. A matter may have a readily discernible answer on first view, but when considered in its application with all groups it will affect it may be seen that implementation may cause adverse response in some elements of the group.

Value of Free and Total Expression

As the individual has a right to expression and participation, this privilege is possessed by each and everyone. Not only must the right of each person be respected, but the resultant of free and total expression must be appreciated by each one. All points of view and every concern possessed by anyone needs both expression and consideration. An additional value emanates here in the principle of responsibility of the majority to the minority.

Change as a Requisite for Maintaining Social Strength

No nation or group has ever made progress toward greater strength by maintaining a status quo. The recognition of changing needs and conditions must be made and considered in matters of group decision. The individual maintains the right to discern causes for change and the responsibility of expressing the need for their consideration. The child needs introduction into the realization that things do not remain the same, and readiness and acceptance for change must be an attitude tied into a value concept. Closely related is the matter of the worth and place of evaluation in changing concepts. After decision and implementation through a period of application the need for evaluation of the decision and resulting action is important to growth and continued change.

Value of Material Worth

With migrant children a value of such practical usefulness as the worth of a material object is essential for development. To be able to place on an object a value that is based upon the utility of the object to the individual in a given situation is an essential learning for participation in the modern society. This offers the most understandable application of value that a child can readily comprehend. Effort should be made to deliberately create situations in the child's early school life to exercise choice among objects that are related to associated situations.

"Material worth is one of the easiest values to understand . . ."

Migratory Child's Need for Learning Value Concepts

The importance of teaching for development of value concepts in the migratory child cannot be over-emphasized. Most of these children have had experimental learning that has developed low value standards, or standards only acceptable in minority groups. In many instances whole areas of life activity are in a sense neutralized because no experience has yet created a set of values or attitudes. In other instances value standards have been established on very low planes.

Here is created a major problem in dealing with these children. The socio-economic environment that they experience can be developing cultural value patterns lived by the parents and others of the group. The question is raised: Should minority culture influences be destroyed, augmented, or replaced by the cultural patterns of the majority group? Abiding by the principles as listed will not permit the teacher to make a total decision for the child on this matter.

Here a group decision seems to have influence. The national group tends to demand certain conformity with major culture patterns. The child, in all likelihood, may live in a dual or multi-cultural society. If he later makes a living in a service station, he will be expected to speak the predominant language with some degree of fluency. His dress will be conspicuous if it is typically minority cultural rather than in keeping with the major population. The teacher has the difficult task of aiding the child to retain the good of the minority culture while also assimilating much of the acceptable in the major culture.

The realization of the cause and need for duality in culture standards needs to be created in the child. His individualism may best be expressed in his native culture pattern. This right to individualism must be retained. As he is subject to association with patterns determined by a group of which he is a minority he needs to know how to compensate and gain acceptance with standards determined by the major group.

This matter of determining the nature and content of learning for these children involves principles that cannot be resolved without broad deliberation on the significances of outcomes. The imposition of a group decision upon them in the form of educational content is opposed to basic principals of democratic self-determination, however, neither the children or the migrant parent group can adequately and fully participate in determination of the pattern of education for them. The result is that the major society group, or dedicated representatives of the group, must assume the task of shaping the education pattern that the child of the migratory worker may be prepared to participate more effectively in the national economy and the social life of his community wherever he may ultimately find himself.

Translating the above values into learning situations is a major undertaking for the teacher of migratory children. It can be done in classroom processes by the teacher who thoroughly understands what she is trying to achieve. Matters that require determination of direction, that require choice of pupils who can achieve certain objectives, or matters of simple choice are all tool situations in which the teacher can involve the children and carry on teaching through the process of experiencing. Through the elementary grades, learning by experiencing is far more effective than attempting to teach these principles by vicarious means.

GOALS FOR TEACHING MIGRANT CHILDREN

It is not at all necessary that the teaching of migratory children shall have different purposes or goals than teaching children of the general population. There is need, however, for the teacher to possess knowledge of what the children are like. She must know the needs of these children. In the means of reaching the goals do we find the major differences in working with these children. And basically to know the needs means to know the characteristics they possess as children and also those additional characteristics they may possess as members of certain groups. Knowing these, the mandate is to shape the content and methods of instruction in the best manner for children to absorb the learning offered to them.

What has their life of mobility given them that other children do not possess? What is it they do not possess because they live a life somewhat different from a child in a stable situation? In addition to possible characteristics that are the result of a mobile life, what has been the effect of the particular culture patterns from which these children emanate?

What major considerations of our known learning patterns must receive their due considerations in the education of these children? One of the very important ones with migrant children is learning to live with a group.

Factor of Group Intelligence

Many migrant children go through their physical growth period with a limited amount of deliberate teaching or training being offered by the parents. Parents who have not themselves benefited by learning all the mannerisms of group life have inadequate ability to transmit many important knowledges to the offspring. The matter of value concepts can be an example. If parents do not know or practice the commonly-known rules of behavior to maintain good health, they will not transmit the knowledge to the children If they know that teeth should be cared for by frequent cleaning, but place so little value on the practice that they do not actually implement their knowledge by performing the action, there is small likelihood the child will learn to place a high value on the health of his teeth.

Minority cultural influence . . .

As there is a lack in the familial teaching of the child, there is incidental learning picked up from the experiencing and the example all about. Such learning includes everything from cleanliness, or lack of it, in preparing food to the morals that are practiced by the group of which the child is a part. Regardless of the amount of affirmatively-planned learning that is being offered to the child, he is learning group living anyway—at its best, at its worst, or varingly in-between.

In a democratic society we know it is important for the person to be prepared to fulfill his place as an individual in that society. Among the things this ability entails is the paramount responsibility to have a developed capacity to think. In thinking capacity rests man's chief difference from other mammals. Man is shaped, beyond his physical endowments, in large measure by his association with other humans.

The matter of being a member of a group is of grave importance to the migrant child. Thinking is a process best associated with groups. Ability to effective thinking is not developed best by the isolated man. It is necessary to participate in group processes both to develop thinking capacity to its best and to carry on the process once the ability has started to develop. Man's activity is primarily concerned and connected with other humans rather than material or isolated immaterial things. The functioning of intelligence in consort with people is of prime importance as a responsibility of teaching during the entire formative period.

The thinking ability is important to man because it allows him to figure out ways of doing things. He can see what should be done, plan a way of doing it, invent tools, aids, and methods, then use his creations to accomplish his purpose. Early in man's history he found that the combined thinking power of two or more people was more effective than the wits of one alone. A group represents more wits, more creative imagining, more experience to draw upon, so the group possesses ability to go beyond the planning of an individual. Migrant children are poor indeed in the capacity to all group activity, and combining their skill in thinking has been one of the least of their practices. The teacher must plan experiences that are direct learning situations for development of the ability to think creatively together.

Cooperative Nature of Man's Activities

Today's world requires people to know how to cooperate and work together. We learned that cooperative combining of brain power produces better and more effective results than can be accomplished ordinarily by a lone thinker. In today's complex civilization, nearly everything we do is part of an endeavor in which several or many people participate. The need for development of ability to cooperate in intellectual and physical fields is very great.

As there are many forces that draw people into closer association and greater need for cooperation, there are simultaneous forces that cause differentiation and specialization. With the increasing complexity of civilization, there is greatly increased need for humans, both as workers and as citizens, to specialize their efforts into more narrow channels. Each becomes responsible for a more narrow segment of work, a more specialized contribution. However, rather than decreasing the need for cooperation, this specialization calls for greater and greater integration of work. Specialized performances must be meshed into a smoothly functioning effort that creates greater productivity in more fields of endeavor than any nation has ever performed heretofore.

This makes mandatory the assumption by those responsible for teaching the task of creating in all people the ability to live in group situations. Group performance requires the ability to cooperate. Cooperation itself is a complex ability. Democracy is composed of voluntary cooperation. Most migrant children have little or no understanding of the meaning of "cooperation".

To make our group system work well, the cooperative attitude and the cooperative ability must be highly developed in all our people. This demands more than willingness to positive, integrated endeavor; it requires understanding that some individual and group freedoms must be sacrificed to promote smooth operation of group effort. Each individual must be taught to have a willingness to accept certain limitations to freedom, certain amounts of coercive responsibility.

Recognizing that there exist forces in individuals that operate counter to group intelligence, we must make real effort to promote the altruistic spirit in individuals at least to the degree that they realize personal ambitions, seeking advantages, must be subverted or curtailed at times to allow greater group forces to operate for the good of the community.

What meaning has this for the teacher of migrant children, and as well for the teachers of all children? It creates a responsibility to teach children how to cooperate, how to think as a contributing member of a group, how to perform in the situation that requires operation of a group intelligence. To accomplish this fully and successfully, a deliberate effort should be made to put into the school situation the type of learning and experiencing activities that will create the knowledges and attitudes in the child through the process of actually doing these things. Cooperative ability and willingness to cooperate cannot be taught effectively and lastingly in a mere telling situation. Explanation and understanding of the purpose and product of learning need to be carried on, but the real learning and acceptance will come in programs designed upon experience.

Children should be taught the art of planning. Individual and group planning are cornerstones to successful endeavor. One of man's great assets is his ability to look ahead. In looking forward, he can see what needs to be done. By carefully thinking through the problems he can plan for solution. Planning permits effective productivity. So through the grades, the teacher of the migrant child should give time to development of the ability to plan The child should become aware of the relation of planning. In planning one project there is much to consider about the relationship of the one project to the total future situation that will be affected. And he should be made aware of the need for group participation in planning as much of man's effort results from plans that are incubated and matured by group intelligence.

PROVIDING EDUCATION FOR MIGRANT CHILDREN

CHAPTER VI

FINDINGS OF THE TESTING PROGRAMS

In the summer of 1958, migrant children who enrolled in the four summer schools were tested with a series of standardized intelligence tests and scholastic achievement tests. The intelligence testing program was done by Miss Helen Marie Redbird of Oregon College of Education, Monmouth, Oregon. Her study is being used as a doctorate dissertation at the University of Colorado. The final chapter of her study[1] "Findings, Conclusions, and Recommendations" is presented here:

Purpose of the Study

The purpose of this study in using the four experimental summer session schools for migrant children that were located in Colorado at Fort Lupton, Palisade, Rocky Ford, and Wiggins was:

1. To secure a picture of the intelligence or learning potential of children of domestic agricultural migrant workers in Colorado, as shown by the results obtained from standardized tests of the New-Revised Stanford-Binet Test of Intelligence, Non-Language Multi-Mental Intelligence Test and the Goodenough Intelligence Test (Draw-A-Man Test).
2. To consider the variations, strengths and weaknesses of the tests used in relation to measuring the learning potential or intelligence of this particular group of children;
3. To secure some measure of the ability of the Spanish-Speaking segments of the children of migrant agricultural workers in Colorado to understand English by the use of the Test of Ability to Understand Spoken English;
4. To secure a picture of how influential the factor of understanding English is in using the previously mentioned standardized tests.

Methods and Materials of the Study

In the present investigation, migrant children enrolled in the four elementary schools for migrant children in Colorado were tested with the Goodenough Intelligence Test, the Stanford-Binet Intelligence Test, Form L, and the Non-Language Multi-Mental Test. Spanish-speaking migrant children also took the Ability to Understand Spoken English Test. Each of the intelligence tests that was given to the children represented a type of intelligence test that is commonly given to children in regular elementary public schools.

There were three distinct migrant groups to consider in reporting the testing results. These groups were:

1. The sample group which comprised those randomly chosen migrant children taking the Stanford-Binet Intelligence Test, the Goodenough Intelligence Test and the Non-Language Multi-Mental Test.
2. The Spanish-speaking group which was composed of those children who spoke Spanish and took the Stanford-Binet Intelligence Test, the Goodenough Intelligence Test, the Non-Language Multi-Mental Test and the Test of Ability to Understand Spoken English.
3. The all-migrant group, which was composed of all of the children taking any one of the tests.

The data from these tests were tabulated for each group to show the results in ranges, means and standard deviations. To determine the strength of relationship between the tests for the sample group and for the Spanish-speaking group, the Pearson product-moment formula was used.

The correlations computed for the sample group were for: (1) the Stanford-Binet Test and the Draw-A-Man Test, (2) the Stanford-Binet Test and the Non-Language Multi-Mental Test, and (3) the Draw-A-Man Test and the Non-Language Multi-Mental Test.

The correlations computed for the Spanish-speaking group were for: (1) the Stanford-Binet

---

[1] Redbird, Helen Marie, **A Pilot Study to Indicate the Possible Success of Using Existing Standardized Tests in Determining the Learning Potential or Intelligence of the Children of Domestic Agricultural Migrant Workers in Colorado.** Doctors dissertation. The University of Colorado, 1961. 82 pp.

Test and the Draw-A-Man Test, (2) the Stanford-Binet Test and the Non-Language Multi-Mental Test, and (3) the Draw-A-Man Test and the Non-Language Multi-Mental Test.

For the Spanish-speaking group, correlations were also computed for: (1) the Stanford-Binet Test and the Understanding Spoken English Test, (2) the Non-Language Multi-Mental Test and the Understanding Spoken English Test, and the Draw-A-Man Test.

To determine the possibility of further use of these tests or comparable tests, attention was given to the practical aspect of testing, such as testing conditions, problems of scoring, economy of time and money, and subject's test work habits and test skills.

Since fine rapport with the testing subjects is crucial in achieving the best results possible, records were kept of all subjects that it was impossible to test because of lack of rapport.

"¿ Me comprende?"

I. FINDINGS

A. Sample Group

The three intelligence tests that the sample group took showed the following:

(1) That correlations among the intelligence tests, though moderate in size (34 to 48), were statistically significant;

(2) That the highest correlation (48) obtained was between the Stanford-Binet Test and the Non-Language Multi-Mental Test and not between the Stanford-Binet Test and the Draw-A-Man Test;

(3) That the mean I.Q. on the Draw-A-Man Test was 7.3 I.Q. points higher than the mean I.Q. on the Stanford-Binet Test and 6.3 I.Q. points higher than the I.Q. on the Non-Language Multi-Mental Test;

(4) That the average I.Q. of the sample group is around 75 and 76 except on the Draw-A-Man Test, which shows an average I.Q. of 83 for the sample group;

(5) That the standard deviation of the I.Q.'s range from 19 to 21 points, a distance of only two points difference.

B. Spanish-Speaking Group

The three intelligence tests that the Spanish-speaking group took showed the following:

(1) That the correlation between the Stanford-Binet and the Draw-A-Man Test was of moderate size (37);

(2) That there was a substantial correlation of 53 between the Stanford-Binet Test and the Non-Language Multi-Mental Test;

(3) That the highest correlation (64) obtained was between the Draw-A-Man Test and the Non-Language Multi-Mental Test;

(4) That the mean I.Q. on the Stanford-Binet Test and the Draw-A-Man Test was the same (83.12);

(5) That the mean I.Q. in the Non-Language Multi-Mental Test was 4.95 points less;

(6) That the standard deviations of the I.Q.'s range from 20.11 to 21.14.

Results of the Test of Ability to Understand Spoken English were:

(1) That the average score of the group is around 30 out of a possible high score of 50;

(2) That the standard deviation for the group is 13.3; and

(3) That the range is from 5-48.

Correlations between the USE Test and the three intelligence tests that the Spanish-speaking group took, showed the following:

(1) That the correlations were statistically significant;

(2) That the highest correlation (59) obtained was between the USE Test and the Non-Language Multi-Mental Test; and

(3) That the lowest correlation (45) was between the Draw-A-Man Test and the USE Test.

C. All Migrant Group

The three intelligence tests that the all-migrant group took showed the following:

(1) That the standard deviation for the one hundred twenty-six subjects taking the Stanford-Binet Test was .19 of a point less than the sample group and 1.11 points less than the Spanish-speaking group;

(2) That the average I.Q. of the all-migrant group on the Stanford-Binet was around 73, which is about 10 I.Q. points less than the sample group;

(3) That the average I.Q. of the two hundred seventy-two in the all-migrant group on the Draw-A-Man Test is around 3 I.Q. points less than either the sample group or the Spanish-speaking group;

(4) That the standard deviation of the all-migrant group in the Draw-A-Man Test is about 2 points less than the Spanish-speaking group and around 3 points less than the sample group;

(5) That the average I.Q. of the two hundred eighteen subjects in the all-migrant group that took the Non-Language Multi-Mental Test was around 75, which was 3 points less than the Spanish-speaking group and 1 point less than the sample group on the same test; and

(6) That the standard deviation of the three groups in the Non-Language Multi-Mental Test ranged from around 20 to 21.

Results of the Test of Ability to Understand Spoken English for the one hundred seventeen subjects in the all-migrant group were:

(1) That the mean of around 32, for the all-migrant group was 2 points higher than the Spanish-speaking group; and

(2) That the standard deviation for both groups was around 13.

"Never heard of manipulative skills . . .!"

II. CONCLUSIONS

A. Conclusions about the testing results for the three groups

The following tentative conclusions grew out of the study:

1. The highest average intelligence quotient was 82. This score was made by the Spanish-speaking group and the sample group on the Goodenough Intelligence Test.

2. The lowest average intelligence quotient was 72 which was made by the 126 subjects in the all-migrant group on the Stanford-Binet Intelligence Test.

3. The results of the test are influenced by a language handicap that is difficult to determine.

4. The range and variability of the scores in the Goodenough Intelligence Test were much greater than the range and variability of the scores on the other two intelligence tests.

B. Conclusions about the further use of these tests

1. To use the Stanford-Binet in the English Editions with children comparable to the ones in this study cannot be recommended on the basis of the results in this study. The correlations results of the Stanford-Binet and the Ability to Understand Spoken English indicate that those children who have facility in the usage of the English language are more likely to attain higher intelligence quotients on the Stanford-Binet. There may be other factors concerned in this relationship, but they are not a part of this study. It seems that a more valid measure of intelligence, for children of the type in this study, could be made by the use of a standardized intelligence test that does not emphasize language facility to the extent that the Stanford-Binet does.

2. The Goodenough Intelligence Test seems to be the test that is least correlated with the ability to understand English. At the same time, it is significantly correlated with the Stanford-Binet and the Non-Language Multi-Mental Tests. These two factors seem to indicate the use of a test of the type of the Goodenough Intelligence Test.

3. The study gives little support for further use of the Non-Language Multi-Mental Test. Its substantial correlation with the ability to understand spoken English greatly reduces its value in testing children with a language difficulty.

4. Success in the ability to understand spoken English seems to indicate success in the three intelligence tests used in the study. Further use of this test in research and more detailed analysis of its construction is indicated by the results of this study.

C. Conclusions about the general factors that were involved in testing these children

The following tentative conclusions are indicated by the study:

1. Using the intelligence tests in the study, it was possible to get an intelligence quotient for all children in the schools at the time of the testing, with the exception of two children. These children refused to be tested.

2. Even though the children were classified as Spanish-speaking, they understood enough English to take the Goodenough Intelligence Test. Other factors of shyness, of shame and of fear of ridicule may help to account for their lack of willingness to use the English language in oral communication.

III. RECOMMENDATIONS

A. That in future studies of Spanish-speaking migrant children of domestic agricultural workers, attention be given to the degree of facility that the child has in using the Spanish language. Even though these children are called "bilingual", their actual command of either Spanish or English may be such that they have no really adequate verbal method of communication. This could be a pertinent factor in utilizing now existing standardized tests.

B. That in future studies, attention be given to the literacy rate of the parents of the children in the study. This information would be pertinent in determining the degree of facility that the child might have in Spanish.

C. That tests such as the Goodenough Intelligence Test be used in future testing of these children.

D. That no attempt be made to devise an intelligence test based on the Spanish language until research provides information indicating that the Spanish-speaking migrant child has greater facility in using the Spanish language than he does in using the English language.

E. That in future studies of these migrant children, attempts be made to do follow-up testing of previously tested groups for the following reasons:

1. To determine the constancy of I.Q. for migrant children,
2. To determine the relationship, over a period of time, between the intelligence quotient and the achievement in school, and
3. to determine which test or type of test is the best predictor of the child's ability.

TABLE M

Scores by 272 Migrant Children on the Goodenough Intelligence Test

I.Q. Range	No.	Percent		
41- 50	5	1.9		
51- 60	27	10.0		
61- 70	52	19.2	31.1%	
71- 80	69	25.4		
81- 90	42	15.5		
91-100	34	12.5	53.4%	84.5%
101-110	28	10.3		
111-120	9	3.3		
121-130	3	1.1		
131-140	1	0.4		
141-150	0	0.0		
151-160	1	0.4	15.5%	15.5%

It is reasonable to assume that the children who made scores above 100 were the least handicapped by language inadequacy. We believe that the five children who scored from 121 to 160 are children who could profit most from continued education, possibly into the higher levels. There are boys and girls of superior potential among the migrant group who should receive greater attention for the purpose of aiding them toward a preparation to serve society in a capacity which uses their full potential.

The mean I.Q. score is 80.6. This is some 20 I.Q points below the nominal mean of the general population. How accurate the measurements are in view of the language handicap is questionable. We do believe, however, that the lower scores do not reflect the true level of learning potential of these children. The paucity of cultural know-how possessed by these children should serve as a stimulus to educational planners to make available the facilities for learning and the development of understanding. It should not be assumed that migrant children are inferior in learning potential, this is not proven; rather, the true status of handicap should be recognized and educational facilities planned to fill the voids exhibited according to their proven capacity for growth and development.

Editor's Note:

The teacher of migratory childrens' classes is interested in knowing that the language factor has so much effect upon the score attained by a migrant pupil taking a standardized test. The score may have so little validity or such questionable validity as to be virtually useless. The one type of test that appeared to Miss Redbird to have some degree of reliability was represented by the Goodenough Intelligence Test. Examination of the scores of 272 children who completed this test may have limited meaningfulness for teachers of these children.

On this test the range of I.Q. scores was from 41 to 160. How does the distribution of this sampling of migrant children compare with a "normal" distribution? Thirty-one and one-tenth percent of the children made scores between 41 and 70. Between 71 and 100 were 53.4 percent, and 15.5 percent made scores above 100.

ACHIEVEMENT TESTING

Experience with standardized scholastic achievement tests during two summer periods in three locations has caused the following agreements to be reached by professional personnel of the migrant education program:

1. Standardized achievement tests are warranted only if the school staff situation permits bona fide use of the findings. This means that staff use must include time, know-how, and program that will result in direct benefit to the child.

2. The Lower Primary form of the California Achievement Test administered to lower primary grade children offers results too inconclusive with many children to allow for reliable use. These children are not yet test-oriented, and with their cultural and linguistic ineptness, are unable generally to record but a portion of their achieved knowledge.

3. The Lower and Upper Primary forms given to more advanced pupils do achieve reasonably reliable measurements, as these children have a more advanced readiness to respond.

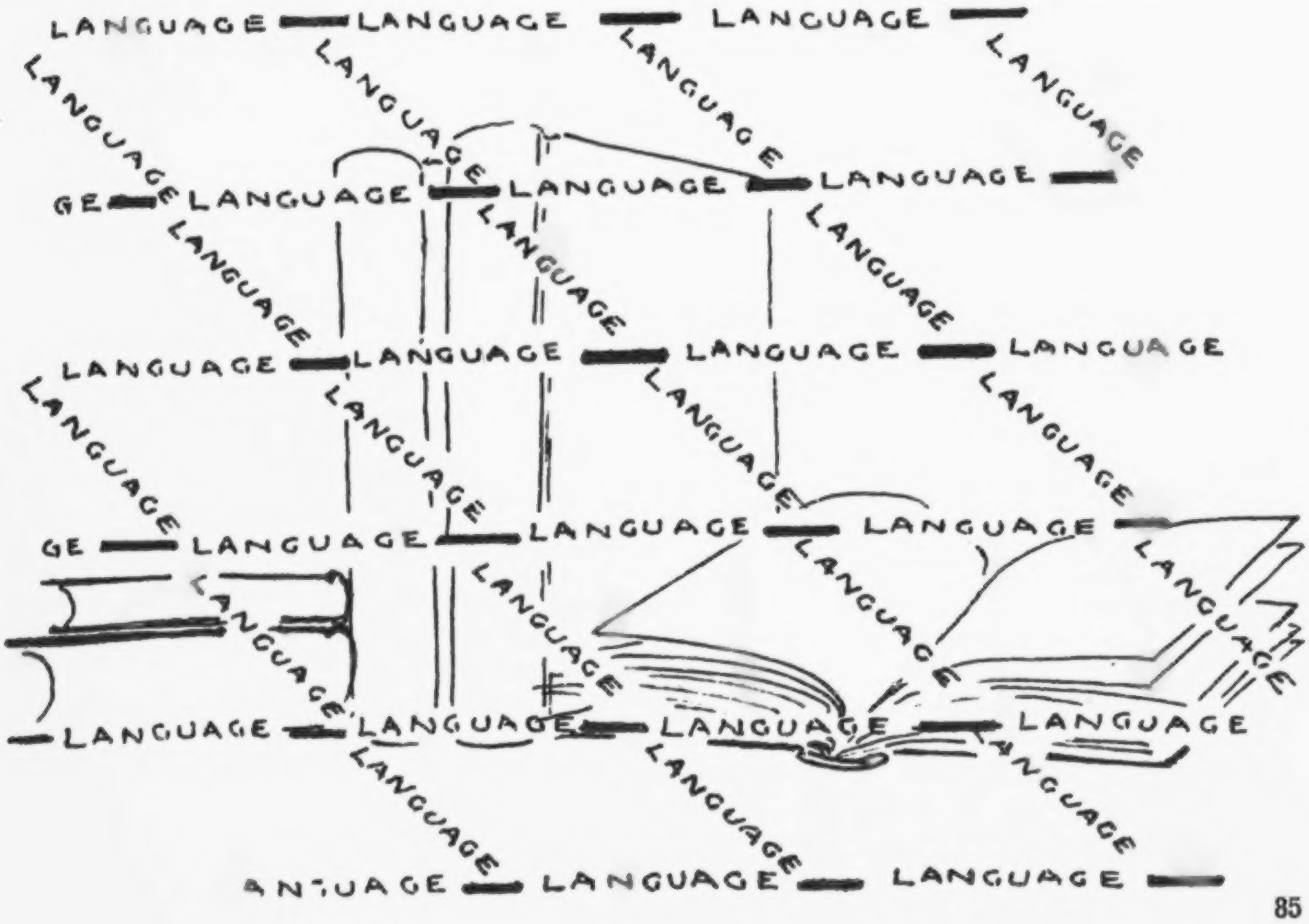
4. Useful group studies of achievement test scores are very difficult to complete.

5. In a limited sample group made possible by securing complete and reliable personal data on each child, the achievement test scores indicated that 65 percent of the children were in normal age-grade status, 23 percent were one year retarded, and 12 percent were two years retarded.

6. An example of the variation in achievement in subject fields is shown by scores of two randomly selected migrant children on a Lower Primary, Form W, California Achievement Test.

	No. 1 Grade Placement	No. 2 Grade Placement
1. Reading Vocabulary	2.2	3.5
2. Reading Comprehension	1.9	3.8
Reading Grade Placement	2.1	3.7
3. Arithmetic Reasoning	2.4	4.4
4. Arithmetic Fundamentals	5.2	3.7
Arithmetic Placement	3.8	4.0
5. Mechanics of English	1.9	5.1
6. Spelling	2.0	4.6
Language Grade Placement	1.9	4.9

The range of instruction required for child No. 1 is from upper first grade to fifth grade. His battery grade placement is at 2.6, his chronological age-grade placement is 5.1, and his actual placement is in the second grade. Child No. 2 has a battery grade placement of 4.2, chronological age-grade placement of 6.1, and actual placement in the sixth grade. The problem of meeting the instructional needs of these children can be met only by individualized effort of the teacher.


LANGUAGE — LANGUAGE — LANGUAGE —
LANGUAGE LANGUAGE LANGUAGE LANGUAGE
GE — LANGUAGE — LANGUAGE — LANGUAGE —
LANGUAGE LANGUAGE LANGUAGE
LANGUAGE — LANGUAGE — LANGUAGE — LANGUAGE
LANGUAGE LANGUAGE LANGUAGE LANGUAGE
GE — LANGUAGE — LANGUAGE — LANGUAGE —
LANGUAGE LANGUAGE LANGUAGE LANGUAGE
— LANGUAGE — LANGUAGE — LANGUAGE — LANGUAGE
LANGUAGE LANGUAGE LANGUAGE
ANTUAGE — LANGUAGE — LANGUAGE —

PROVIDING EDUCATION FOR MIGRANT CHILDREN

CHAPTER VII

ENROLLING MIGRANT PUPILS

The most important creation in a school district that wants to serve migratory children is an attitude of acceptance by the permanent population. If all the residents are willing to welcome these children, these same residents will also have the knowledge about the school being open and ready to receive them. A tone of welcome will pervade the population and this will be readily perceived by the in-coming people. The migrant will respond to a situation that so evidently creates an atmosphere that "going to school" is the thing to do. Once this atmosphere exists, all the activity leading to school enrollment will be much easier.

Enrollment procedures followed successfully by the summer school ordinarily need to be executed more vigorously in the first years of operation than they do after the practices have become established. A summer term or a regular term should be advertised widely. Articles in local media as newspaper and radio will advise the local population and some of the migrant people. To get to all the seasonal families, however, handbills and posters should be used. These should be in both English and any other language used by the people. Every place of contact, as camps, employment offices and grocery stores, should be asked to distribute the handbills and display the posters. The cooperation of farmers in spreading the news should be sought. Many workers go directly to farms where previous contact has been made, so they may not pass through a center such as an employment office.

On this announcement, statements must be worded to be understandable to the people at whom they are directed. Show the school and location, the starting date, the daily school opening and closing time, information about school busses, lunch program, grades taught, and possibly the name of the chief school officer.

At every school opening period, many of the most successful principals and superintendents make a practice of scouring the countryside to locate the worker families who live on the farms. Time is spent talking with families in the camps. For many families the personal contact and persuasion are absolute musts to get their children into school. From these visits the routes for school busses can be planned.

If there are a migrant council, church agencies or other interested groups in the community, they should be consulted and advised regarding plans well ahead to allow them time to plan and prepare for participation.

The matter of compulsory or voluntary attendance should be resolved early that all might know the basis of attendance. If attendance is compulsory, this should be made known to all. If it is voluntary, the tone of announcements should be more invitational, with encouragement to avail themselves of the opportunity.

Welcoming and Placement Practices

The migrant child usually appears at a new school with no transfer records with him. Each year this situation is somewhat improved, with a few more having records of attendance than the number of the previous year. If no record is available, two problems immediately confront the school personnel. Perhaps the more important is to accept the challenge of creating a warm welcome for the pupil, so the child responds favorably to it. The second is to determine the group or grade placement.

Creating a situation that allows for the easiest possible adjustment by the pupil is extremely important. Getting him placed in his proper level with the least confusion is of equal importance. These matters have been written about in detail beginning on page 21 of the project publication *"Learning on the Move"*. Rather than repeating here, reference is made to that book.

The Principal says "Hello!"

TRANSPORTING MIGRANT CHILDREN

Migrant children who are attending regular terms of school should be transported on the same basis as resident children. There is need in the spring and autumn months for school personnel in districts where migratory workers assemble to make checks for ascertaining if any of these children have entered the district.

During special terms operated for migrant children, bus routes will need to be determined by the locations of the children. Ordinarily there will be no children, or very few, in the urban area where the school is operated. Locating the children in camps, or farms or in urban localities must be assumed as a responsibility of school personnel. During summer school periods, school district boundaries should be disregarded by mutual consent of contiguous districts so that a school may serve a large area if there are migrant children in the border districts.

School bus transportation is both necessary and desirable. The bus often serves as an encouraging force to get these children into school and in keeping them there. Busses should be operated with the same caution as in regular school periods. School bus discipline should be instilled in the children. The bus situation offers opportunity for learning group conduct. Principals, teachers and bus drivers should have agreement on the maintenance of conduct standards so all teach and maintain disciplines with recognized purposes.

The transportation costs must be computed and written into budgets. It is recommended that this cost item shall be included in the state aid formula shown in Appendix 1.

AGE-GRADE STATUS OF MIGRANT CHILDREN

Increasingly in American education there has been acceptance of teacher judgments as one of the most reliable means to measure the status of a pupil. An experienced teacher in adjudging the accomplishments and achieved mastery by a pupil takes into account more than the academic learning of the youngster. The social maturation, the ability of understanding beyond the capacity to memorize are judged perhaps more accurately than can be done on any types of achievement tests. This may be true particularly with migratory children because of the entry of the language and cultural problems into the matter of over-all judgment.

The majority opinion among staff personnel in the migrant schools favored teacher opinion over standardized test scores. Teachers were asked to grade-place 345 children whose ages had been verified. The grade placement and age as of September 1 determined the age-grade status of the child. Several significant facts are shown in Table N.

The most alarming information is in the proportion of children who were retarded in school placement. There were 67 percent retarded from one to seven years. In normal grade status for their ages were 28 percent of the children, and almost 5 percent were advanced by one or two years.

Consider the advanced group first. Four and six-tenths percent of the children were considered to be one year ahead of normal grade status. Just three-tenths percent were two years advanced. What are the significant considerations that need deliberate study and attention to fully meet the needs of these children? About one in every twenty migrant pupils is evidencing advanced stature by the work he is accomplishing. In the summer terms these children are receiving some degree of special attention by their teachers. In all classrooms effort is made to keep the number of children at a figure below twenty. The formula for state support is based upon fifteen children per teacher in average daily attendance to determine a classroom unit. Due to turnover and attendance rates, the number of children daily in a classroom is usually eight to about eighteen. The teaching is done largely with very small groups on an individual basis. The advanced child does receive a considerable amount of personal attention by the teacher.

But even with the advantages of small classes, the handicaps for this advanced child are innumerable. Irregularity of attendance, enrollment in different schools with the resultant problem of adjustment, possible loss of much school time each year due to irregularity, the matter of determination of the child's placement in each new school with the lack of continuity in the development of each subject area, change in teachers each one of whom probably recognizes the talents of the youngster on a different plane, are all detrimental in some degree to a full development of the child's abilities and learning processes. The tremendous odds against the child continuing the education process to fulfillment is perhaps the greatest misfortune of all. With potential for semi-professional or professional endeavor, the odds are that the "advanced" youth will go into the work of his parents or into an unskilled occupation in which he contributes far less to society than his potential could permit. His personal life will be less satisfying and his social maturity less developed.

The problem with the bright youngster involves a complexity of considerations. How can he continue the schooling process under more advantageous circumstances? Circumstances that will permit continuity under favorable conditions? Short of subsidization of the child and placement in boarding school, the leading possibility seems to place a considerable burden upon school people. This involves the acceptance of responsibility to explain the nature of the child's position to the parents, to persuade them to make the effort and arrangements to keep the child in school, preferably at a permanent location. The parents must be completely persuaded to assume a much greater responsibility than they do generally for all their children.

The middle or normal group of children compose only 28 percent of the total sample. To maintain normal status under the difficult circumstances they have been experiencing probably indicates that the more able pupils of the large middle group are maintaining the normal status. The others who would be in the middle and low middle groups are falling behind. And once a migrant child is behind, there is little evidence of possibility to again go forward into a status of normal expectancy.

In the 67 percent who are retarded, 31 percent are behind by one year, 18 percent two years, 11 percent three years and almost 5 percent four years. Those children retarded five to seven years are almost 2 percent. Those children retarded five to seven years were pupils who had not attended school very much and in a few instances children who were very slow in social maturation.

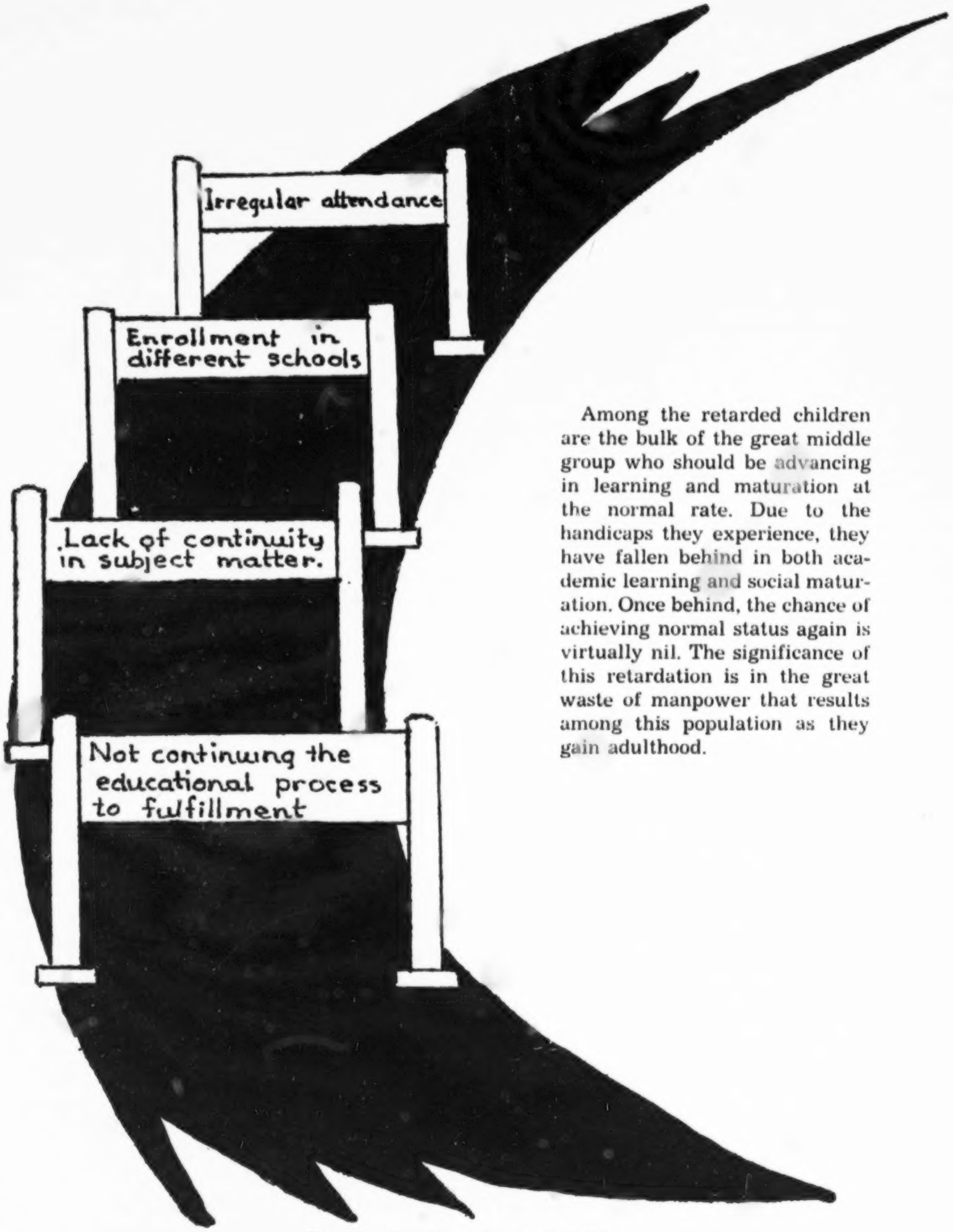
TABLE N
Summary of Teachers Estimates of Pupil Grade Status

		Advanced				Normal		Retarded													
		1 yr.		2 yrs.				1 yr.		2 yr.		3 yrs.		4 yrs.		5 yrs.		6 yrs.		7 yrs.	
Grade	No.	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
K	37	—	—	—	—	6	16.2	24	62.2	2	5.4	3	8.1	3	8.1	—	—	—	—	—	—
1	120	—	—	11	9.2	47	39.1	26	21.6	20	166	8	6.6	6	5.0	1	.8	—	—	1	.8
2	77	—	—	—	—	13	16.8	24	31.1	19	24.6	14	18.1	4	5.1	1	1.2	2	2.5	—	—
3	51	—	—	2	3.9	12	23.5	12	23.5	14	27.4	8	15.6	2	3.9	1	1.9	—	—	—	—
4	19	—	—	2	10.5	5	26.3	5	26.3	4	21.0	3	15.7	—	—	—	—	—	—	—	—
5	18	—	—	—	—	4	22.2	8	44.4	2	11.1	3	16.6	1	5.5	—	—	—	—	—	—
6	14	—	—	—	—	7	500	6	42.8	1	7.1	—	—	—	—	—	—	—	—	—	—
7	8	1	12.5	1	12.5	3	37.5	3	37.5	—	—	—	—	—	—	—	—	—	—	—	—
8	1	—	—	—	—	—	—	1	100.0	—	18.0	39	11.3	16	4.6	3	.9	2	.6	1	.3
Totals	345	1	.3	16	4.6	97	28.1	108	31.3	62	—	—	—	—	—	—	—	—	—	—	—

Total % Advanced
4.9%

% Normal
28.1%

Total % Retarded
67.0%


Irregular attendance
Enrollment in different schools
Lack of continuity in subject matter.
Not continuing the educational process to fulfillment

Among the retarded children are the bulk of the great middle group who should be advancing in learning and maturation at the normal rate. Due to the handicaps they experience, they have fallen behind in both academic learning and social maturation. Once behind, the chance of achieving normal status again is virtually nil. The significance of this retardation is in the great waste of manpower that results among this population as they gain adulthood.

Hurdles for the advanced child . . .

REASONS FOR SCHOOL ABSENCES BY MIGRANT PUPILS

Knowing the reasons why migrant children are absent from school aids the school staff in taking action to help eliminate the causes of absences. To secure an authentic list of these causes, almost 200 absences were checked in four summer schools. If there was question about accepting the reason given by the child, some staff member-teacher, principal, or nurse would investigate the matter by visiting the family.

TABLE O

Reasons for Absences in Migrant Summer Schools

Reason	Average Number Days Absent	Percentage of Days Lost Due To
Illness	2.5	36.2
Work	3.7	43.0
Trouble in Family	3.4	7.8
Visiting	1.0	0.5
Parental Neglect	13.0	9.9
Missed bus	1.0	0.2
Indifferent	1.0	0.9
No Clothing	1.0	1.3
Cared for Younger Children	1.0	0.2

Illness and work were the two most frequent causes of absence, as shown in Table O. The average number of days lost due to work exceeded the time lost because of illness. Working was the reason for 43 percent of all days lost, and it was second in the average amount of time lost per absence, exceeded only by the reason of parental neglect. Illness accounted for over 36 percent of all time lost.

Parental neglect and trouble in the family were the third and fourth reasons for the most loss of time. Indifference on the part of parents or children, no clothing, visiting, missed bus, and taking care of younger children of the family were the minor causes for absences.

All of the reasons given are of concern to the school staff. Effort can be put forth to influence both children and parents to make school attendance a priority over other situations that develop. A health program does help in decreasing absences due to illness. Individual contacts with parents usually result in less field work and more school for most children. Parental neglect and indifference are difficult to do anything about in the short span of the summer schools. However, cumulative influence over the long term has an observable effect on attitudes and practices of parents. The clothing matter is met with dispatch through appeals to agencies or individuals.

The school staffs learned that the best way to combat absences was to begin at the start of the term to influence both parents and children. In organized camps, staff people of the Migrant Ministry helped to assemble children at a given point to be ready for the school bus. At isolated cabins the bus driver, a school person or an older pupil would go in after children who were not ready while the bus waited.

The development of regular attendance practices are important both as a matter of having the child in school and for the exercise of affirmative attitude favored by society. Preparing children for school and getting them there daily are more difficult for the migrant family than in most American homes. If both parents are working long hours, the problem of keeping children in clean clothes, of providing regular meals, of maintaining them in good health are tasks that mothers accomplish over difficult obstacles. Any practices that the school can adopt to ease the task and encourage these people will have results in better attendance.

"Makes my mouth fresh . . . !"

SCHOOL HEALTH PROGRAMS FOR MIGRANT CHILDREN

Legitimate questions may be raised about the extent of health programs in schools. Experience and trial during three years of this project have convinced everyone connected with the migrant education effort that in this type of program school personnel must assume responsibility for directly or indirectly supplying certain health-connected programs. These programs should have certain purposes:

1. Preventive for individual—as immunizations
2. Preventive for group—as treatment of contagious skin diseases
3. Teaching and practicing acceptable health practices

"Never had that done, before . . . !"

In-school health programs should be designed to teach the children common practices for maintenance of good health. How to care for one's teeth should be taught and then practiced daily during the school day. Children should be taught and then practice how to use a tooth brush, and the use of tooth paste and soda and salt. Body cleanliness should be taught and practiced by washing the face and hands, and with a regular schedule of showers at the school. The use of flush toilets and any other needs of a particular group should be included in the school program.

School personnel should arrange for physical examination, immunizations, and so far as possible, for treatment of health defects found in the children. If regular clinics are available they may be used, but often it will be necessary to make special arrangements with a county medical association or other group to implement a minimum program. Having a school nurse on the staff for full or part time, or using a county health facility can contribute much to establishment of health consciousness among these children. The facilities that can be made available in the school locality should be utilized by the school staff for carrying out the best program possible.

SCHOOL LUNCH PROGRAM

Facilities, equipment and funds for providing hot lunches in schools for migrant children should be required in every special term program by the state department of education. The schools should be urged to encourage migrant parents to pay minimal amounts for support of the lunch program. However, every child is to be provided with a hot lunch and special milk at other than meal time. The importance of a hot lunch program is pointed out in the following statement by Charles W. Lilley, Director, School Lunch Division, Colorado State Department of Education.

> *"The value of the school lunch to children of low income families is tremendous. The meal at school is, in many cases, the only real meal they get all day, and almost without exception it is the only nutritionally balanced meal. They rarely have any milk or citrus fruits at home, and their diets are deficient in proteins and vitamin A foods.*
>
> *"Lunch room managers tell us that it is hard to fill up these children on Mondays."*

. . . with a knife, fork, and spoon!

Many people are arriving at the conclusion that malnutrition is a big factor in the failure of some children to progress satisfactorily at school. Truancy and disciplinary problems have consistently diminished where a good lunch is available, and a special effort always should be made to see that all children needing a lunch get it.

It is not to be inferred that underprivileged children are the only ones not getting a balanced diet. Surveys have shown serious deficiencies do exist in the diets of children from all economic levels due to the great number of working mothers, indifferences on the part of some parents, and bad eating habits of children.

Underprivileged children, however, may present special problems. They are often members of minority groups that have different eating habits from the rest of the children. It requires time and patience to get them to eat unfamiliar food or even to drink milk.

Experience has shown that with some help and encouragement, they will soon learn to eat the regular menu foods, and it is not necessary to prepare special items for them. It is only fair that where a high percent are of one national origin, that menus include some dishes with which they are familiar.

The lunch room offers an opportunity for children to learn proper table manners, and in some cases the use of knife, fork and spoon.

Schools are often handicapped by insufficient dining space. Little advantage can be taken of the learning possibilities of the lunch room where tables are crowded and children must be hurried through their lunch in order to get the entire group fed in the allotted time. Only where there is time and space for the children to be seated in groups, under the supervision of their teacher, can the school lunch become an educational program rather than a mass feeding project.

The lunch room cannot be isolated from the regular school program, but must be integrated with classroom work. Superintendents and principals must believe in its value as a teaching medium. Teachers must work in cooperation with the school lunch managers and cooks to prepare children for new dishes and to get acceptance for the food that is offered. A dish or menu that is not accepted by the children has little value to the program regardless of its merit, nutritionally.

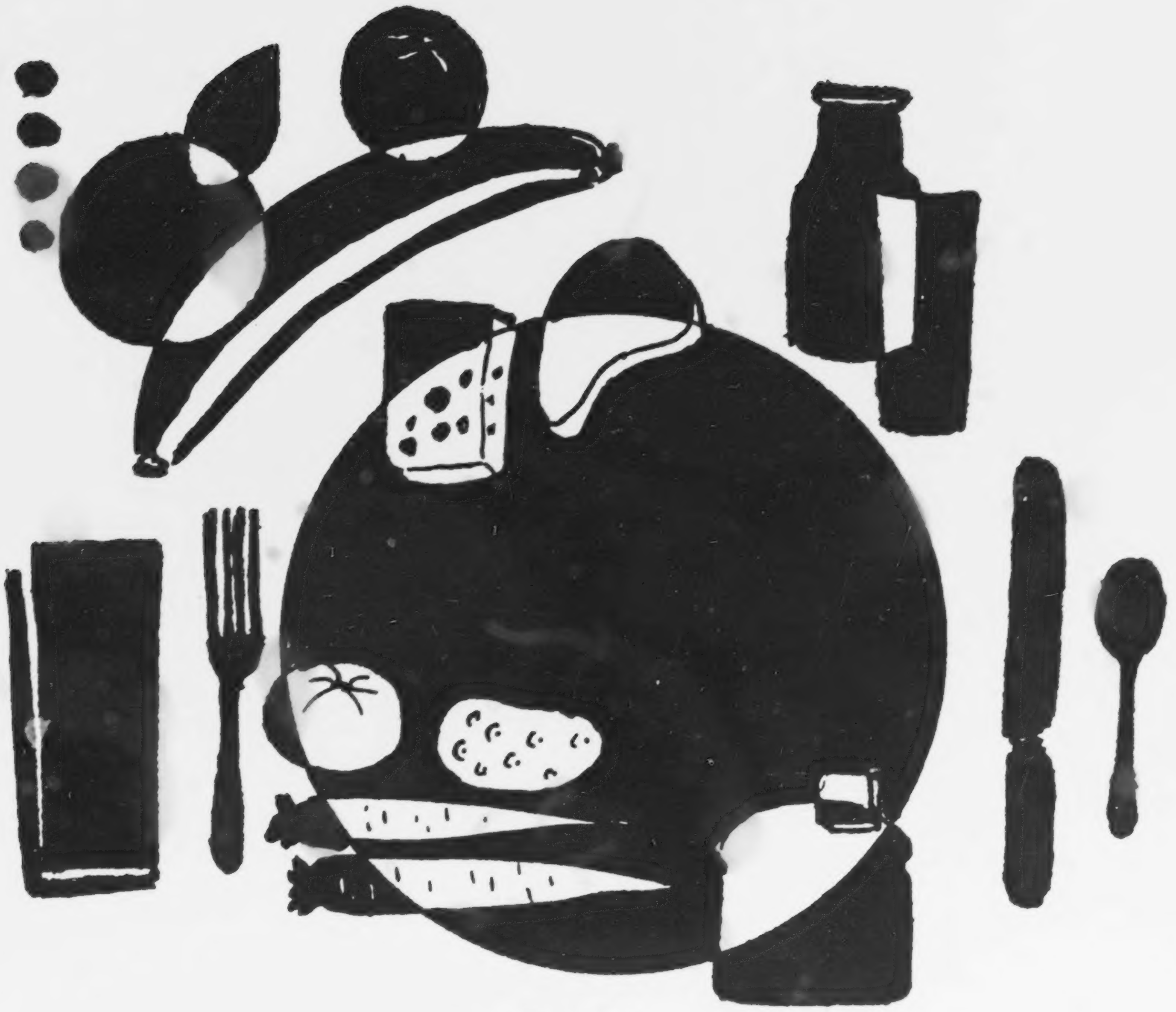
In 1946, when the National School Lunch Act was passed, nine cents, the maximum rate of reimbursement, would pretty well pay for the cost of food that went into a meal. In addition, there was a good deal of volunteer, unpaid labor, so it was not a great burden on the program to provide the necessary free meals.

Since then food costs have doubled, there is no donated labor, and reimbursement per meal has been averaging about 4.5 cents. Providing the necessary free or reduced cost meals has become a problem in many areas, and consequently, too often the problem has not been solved.

It is difficult to measure the benefit to all children that participate in an adequate noon meal at school. However, small scale tests using only children from low income families have revealed some remarkable gains in weight, growth, and appearance because of their noon meal at school. In one six-weeks period, two groups of under-privileged children made what would be a normal six-months gain during the period they received the Type A lunch. Many children can compensate for an inadequate lunch at school by their meals at home, but the underprivileged child usually cannot.

While the Type A lunch is supposed to provide from one-third to one-half of a child's daily needs, a well-operated program seeks to do more than that. A survey of the eating habits of a community may reveal that certain foods are lacking in the children's diets. School lunches are then designed to supply more than one-third to one-half of his need for that particular type of food.

Early in the program, children were getting almost no milk in certain areas, and the school lunch supplied the bulk of the needed calcium by insisting on children taking milk at school. Other areas showed a serious lack of vitamin C foods in the diet at home, so the school lunch had to supply one-half to three-fourths of the daily requirement of vitamin C.



Type "A"

Protein foods are generally the high cost foods, especially animal proteins; consequently, the diet of low income families is generally deficient in this respect. Because protein foods are such an important part of a growing, active child's diet, they have received special attention in the school lunch program.

The public cost of education is great, but most people feel that it is a very worthwhile investment. It is a waste of the taxpayers' money to try to teach a child who is too hungry to think or too dull from malnutrition to learn.

NUTRITION PROGRAM FOR MIGRANT CHILDREN

1. **Important factors of a good diet:**
   a. Five foods for energy
   b. Protein foods for health and repair
   c. Minerals and vitamins
   d. Adequate liquids

2. Outline of a good basic diet:

a. Milk or milk products. At least two cups of milk as a beverage or in food daily.
b. One serving daily of orange, tomato, grapefruit or raw cabbage.
c. One or more servings daily of leafy green or yellow vegetables.
d. Two or more servings daily of potatoes and other vegetables and fruits.
e. Meat, poultry, fish or eggs; dried beans, peanuts or peanut butter may be substituted once or twice a week.
f. Whole or enriched grain products. Whole grain or enriched bread and cereal daily.
g. Butter or margarine with vitamin A added. (Cod liver oil is an excellent source of both vitamins A and D.)

3. Desirable eating habits are important factors of good nutrition:

a. Have regular meal times.
b. Chew food thoroughly.
c. Drink plenty of water.
d. Learn to eat various kinds of foods.
e. Talk and think of pleasant things during the meal.

4. The school lunch as a definite factor in maintaining child health.

a. Sufficient time should be allowed for the lunch period so that each child will have at least fifteen minutes to spend at the table.
b. Provisions should always be made for hand washing before eating.
c. The school lunch should provide the maximum possible of daily food needs, and should include a hot food or drink.

Conclusions about school lunch program for migrant children:

1. In every special term for migratory children, facilities must be made available for serving hot lunches.
2. The lunch program shall be used for teaching about foods, cleanliness and mannerisms.
3. Every effort must be made to get families to contribute some financial support to the lunch program.
4. Budgetary provision must be made to meet the deficit in the lunch program.
5. Menus must be planned for maximum nutritional benefits to children.

PHYSICAL SCHOOL FACILITIES IN MIGRANT PROGRAMS

The same physical plant used during the regular school year will be used in a special term for migratory children. What special considerations, then, need be given to physical arrangements for the visiting pupils?

Aeration of rooms, satisfactory lighting, furniture to fit the children are commonplace elements to be handled according to well-known practices. With migrant children one of the chief things to consider is space. A classroom should have movable furnishings and enough space for individuals' desks, the teacher's work space, a round table seating five to eight, shelving and storage space, and enough free room for limited "stage" activity.

It is impractical to suggest that so many square feet be available per child. What is needed is space and free-moving furniture to allow any type of arrangement for activity programs. If 15 to 18 children are to be in a special term class and a classroom with 30 desks is to be used, 12 of these desks should be removed. The space made available gives the flexibility needed.

Shelving and storage space are important. The training in caring for materials and equipment are important elements in the program for these children. There should be an assigned place for tools and toys so the children may learn orderliness by habitual practice.

In hot climates it is best to assign rooms on lower floors and on the shady side of the building for the summer activity. If playgrounds are too hot, use a nearby park or a gymnasium for

Concentration . . . amid stimulating props!

recess and group activity. Often activity can be limited to the shade of a lone tree or the side of a building.

Adjustments may often be made when there are fewer children to use a given space. In summer term situations there ordinarily is ample space available. The problem is to use this space according to the activity of the group now occupying it, and not being limited by practices dictated when other, perhaps larger, groups were utilizing the same space.

Lunch room facilities are necessary to have a hot lunch program. Both kitchen and dining room equipment are needed. The teaching staff remains with the children during the lunch period so table use and space must include enough for them to be with their own pupils.

Gymnasium may be used for a variety of purposes, from group games to serving as a classroom. Auditoriums are best used for group activity and generally are more serviceable when seats are removed or changed. If there is a health room in the building, it should be made available for use the same as during the regular school year.

Maintenance service should be provided in sufficient amount to keep all used parts of buildings and grounds in first class condition. Careful planning for a summer term will avoid new paint odors and disrupting maintenance activity during the special term.

PROCUREMENT OF EQUIPMENT, MATERIALS AND TEXTS

In migrant education programs, planning the class or group activities must be done well in advance of a term. It is true that often the best planning will not be suitable for use with the group assigned to a teacher. However, the preparation will always serve in some measure, and it will make available materials for use even if differently than originally intended.

All books, materials and equipment should be ordered several months ahead of opening date. The teacher should have freedom in the selection of the things she needs as teaching tools. The principal and superintendent can be very helpful and committees can serve useful purposes but in the final analysis the teacher uses best those things he had freedom to select.

Selection is ordinarily geared to familiarities of the teacher, relationships of learning already established, so whether it is shelf books for a fifth grade or paper items for a first grade, these will be the things the teacher will be able to use with most effectiveness in the classroom.

In choosing items and quantities, consider both maximum and minimal possible accomplishment by the group yet to assemble, so there will be preparedness for any situation.

Also, consider the matter of readiness in the class about to come into being. A "second group" of migrant children may have a range from first grade to fifth and variability in every subject area. A second, or fourth, grade room should have materials available covering a range of two grades each way.

Funds for providing adequate tools of learning are a responsibility in the early planning stages of migrant programs. In the formulas recommended herein for determining financial support funds for materials and equipment are from state source. The local school district makes available its texts and equipment suitable for the program. These are enriched with the purchases possible from state aid.

PROVIDING EDUCATION FOR MIGRANT CHILDREN

CHAPTER VIII

SURVEY OF SCHOOL DISTRICTS HAVING MIGRANT CHILDREN IN REGULAR TERMS

In the survey of school districts to determine the numbers of migrant children in regular school terms, a questionnaire (see Appendix III) elicited responses for several areas of information. Twenty-six districts reported migrant children that were definitely identified as migratory. There were about fifty responding districts that had some experience with migratory children. The specific information received is described below.

The periods when migrants are present in the several areas, in summer and during the regular sessions of the schools, coincided with information already secured and reported in the section on the Colorado migrant flow. Peak periods of influx are in the summer months, but during regular school terms migrant children begin to appear the latter part of April and the in-coming numbers gradually increase during the remainder of the spring term. In some districts there are no children in the spring term. The migrant child populations are lighter in spring than during the fall months. In migrant home-base districts the outflow starts in spring and in-flow in fall.

In the autumn there are two groups of migrant children that schools must serve. One is the transient group that stays over from the summer. These people start leaving in September and the last of them are gone in December and January, thought generally the latest work available is in November. The other group is composed of the families who have their home base in the school district. Many of these leave the district in the spring, withdrawing their children from school during the spring term. More school time is lost in the fall because of late return home than is lost in spring.

All districts but one include migratory children in the annual April census of school-age children. The directions for this state-required census are specific in directing that children of non-resident parents shall not be included in the census. However, relatively few migrant children are yet on the move at this time.

About two-thirds of reporting districts indicated they had a full or part-time truant officer. In districts with no truant officer, the superintendent, principal, social worker or nurse served in this capacity at times.

In the enforcement of school attendance laws with resident children, two-thirds of the districts stated there was strict enforcement, one-third said partial enforcement.

All responding districts said there was definite effort made to get all migrant children into school. Various methods of contact were used, from reports of processing plants to farm by farm contact and truancy officers' reports. One district said it was difficult to get Indian children into school, another that those who came too late in the year to accomplish a learning situation were not enrolled.

All the districts had full or part-time nurses. Some were county nurses giving a specified amount of time each week to the schools. Though there was numerical nursing coverage, no indication of adequacy was expressed.

A question about migrant children causing more discipline problems than resident children was responded to negatively by all but one district. This district, which has large numbers of migrants in the late summer, said that older migrant children did create discipline problems.

During the regular school terms, no district makes special preparations for receiving migratory children. In the regular school term periods, the number of incoming children at any one time is never so great when they are scattered among several schools and classrooms. Districts operating summer special terms for migratory children explained that intensive preparation is made in securing teachers, supplies and materials, preparing transportation, school lunch and items incidental to operating a special session.

The regular term schools were about equally divided in the matter of making adjustments in regular programs for migrant children. About half said they did, but all tended to agree that the educational problems of retardation, language handicaps and cultural differences were insurmountable in the time that was available with these youngsters.

There was some agreement that migrant children make limited contributions to social understanding when put among resident children. Indian population areas said color and tribal understanding was advanced, other sections thought that knowledge and appreciation of other cultures was advanced, but one area said its migrant children were "non-cultured", so there was no contribution.

In no school district in the state were migrant children segregated from resident children. The chief reasons for this were that there were not enough extra children in any one class to require organization of separate classes, and it was evident that there is general belief that the children gain more from mixed groups. There is also evidence of an antipathy for the idea of segregation. We don't believe in it—why practice it?

A slight majority expressed belief that teachers could do a better job generally with migrant pupils when they were in classrooms with non-migrants. However, there was futility indicated by accompanying remarks about too little time, too large classes, poor educational background. The concensus pointed up the many handicaps possessed by migrants that could be overcome only by near-ideal classroom situations that could cope with the problems of backwardness.

All districts but one said there were no extra classrooms available for migrant influx. But this was not considered to be a major problem because of the assignment of these children to many different classes. No school district added extra teachers at influx time during regular terms.

Most districts reported that the incoming pupils could be spread thinly throughout their school or schools. The largest increase in one classroom reported was 15 pupils. Only nine classrooms were reported as receiving more than four migrant pupils.

There was a unanimous belief that teachers accepted the migrant child with grace and welcome. But some expressions did show there is some amount of resentment among teachers about the conditions of the children, about their educational status and the inability to do much about it.

All places but one said that resident school children accepted migrant children as members of the group. One district stated that migrant children were generally ignored by the resident pupils. Another stated that the migrants were their own residents, so there was complete acceptance within the pupil population.

In expressing estimates of educational needs among migratory children, the officials of these districts indicated the major education problem was in language arts, a close second was the social understandings, the third was arithmetic, and a distant fourth was health. These estimates concur generally with the opinions of staff members in the summer migrant school program.

An expression on the need for summer school in the district was made by 20 school districts. Seven districts said there was need for summer school for resident children. One of these was very specific in stating a great need for aid to the retarded pupils of low socio-economic status, some of whom were children of their own agricultural workers. (This need is known definitely to exist in a number of areas of the state.) Three districts said there was no need for summer schools for resident pupils. Five districts indicated need for summer school to accommodate migrant children, with five others suggesting need for studies to determine the numbers of migrant children actually in their districts. Six said there were not enough migrant children at any time to warrant a summer term.

The districts that expressed belief in need for summer schools also said that facilities could be made available for the schools. But two districts stated belief that school boards might not approve the operation of summer schools.

A question about possible support of local civic organizations in migrant programs was divided fifty-fifty. Some communities obviously will support programs for migrant welfare, but one-half have not yet created a spirit of willingness.

A question "Do you believe there is need for more in-service programs for teachers of migrant children?" brought an equal division of responses.

Those who said "no" just expressed the no and let it go at that.

Those who said "yes" gave many reasons for their beliefs. These included improvement of instructional materials, more careful consideration of subject content, more effective methods, better use of experience activities, more adequate and complete understanding of the children and improved knowledge of the use of materials.

Seventeen districts responded to a query about the source of financial support of migratory children. One thought support should come from local resources (a district with few migrant pupils), seven said the state should give the support, and six that it should come from the federal government. They were equally divided about whether financial help should be on full support from state or federal sources, or if it should be on a matching basis. Some of the comments indicated that there should be some state support for migrant pupils while attending the home base school. Opinion was divided on the basis of support. Some said on the basis of attendance, some empty seats, others on excess cost and membership.

The determination of the extra cost of part-time migrant pupils in regular terms was a difficult matter for most districts. The concensus of expressions did not include any extra costs for teachers. This, undoubtedly, was because no district added part-time teachers for peak migrant enrollment. Other estimates suggested these figures as the nearest practical estimations:

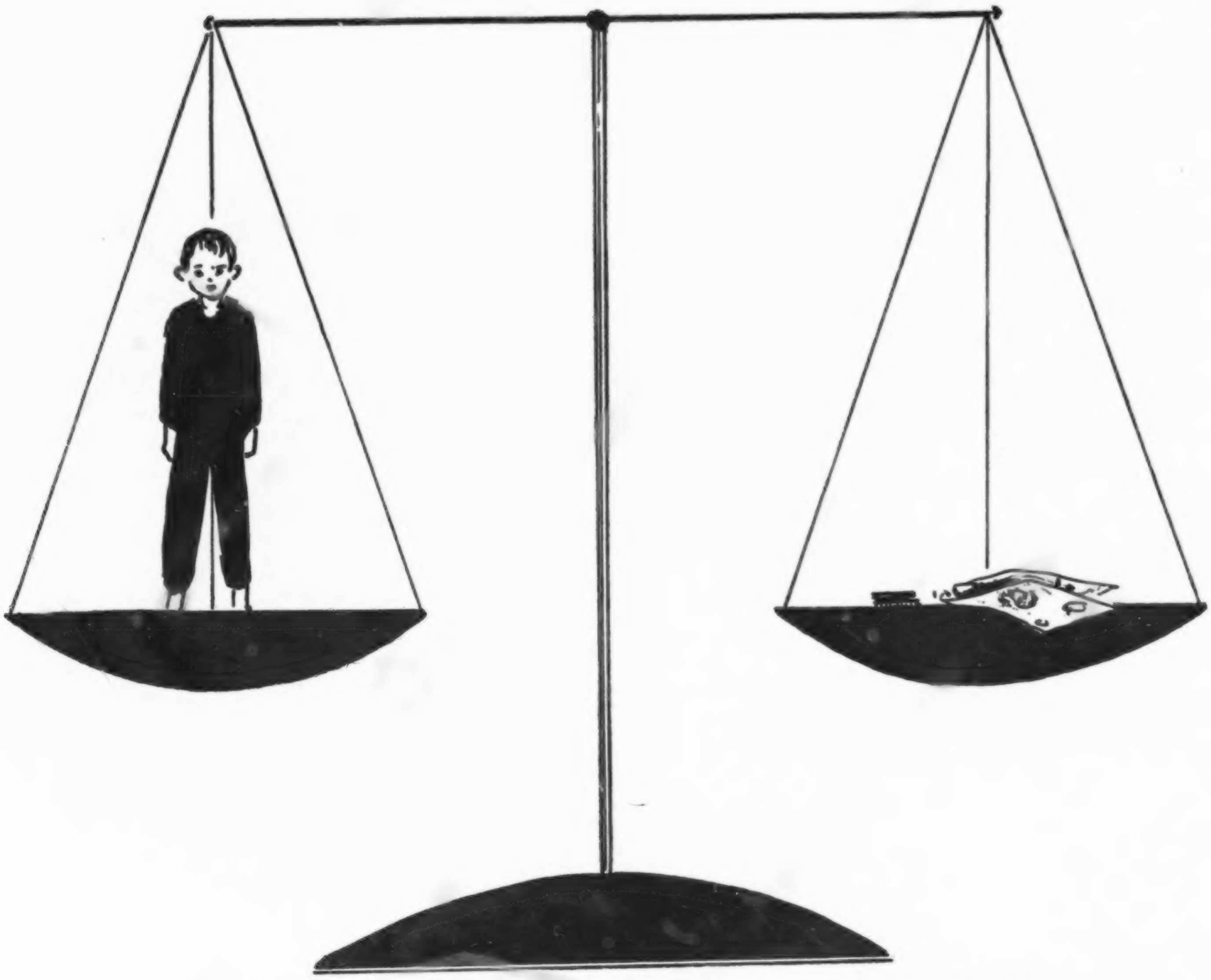
Books	$5-6	Lunches	$10
Equipment	$3-5	General Supplies	$2
Buildings	$11-12	Transportation	$1-3
Seating	$5	Administration Time	?

The above estimates would indicate that the average cost of maintaining part-time migrant pupils would run between $37 and possibly $45 or $50.

The estimate for transportation cost appears to be low. A cost figure of approximately $40 is accepted as a fair estimate of the average cost to the district of each migrant child enrolled during the regular school term.

Responses to a question about the type of assistance or materials needed to improve programs for migrant children during regular school terms tended to reflect concern in proportion to the size of the problem in the school district. Districts that absorbed a few migrant children indicated no serious problems as yet recognized.

The districts that receive migrant children in some numbers expressed need primarily for more books, materials and supplies. Some expressed the need as "more money". Special rooms and special teachers could be used during peak periods. A specialized testing program should be operated. Social workers with a welfare assistance program could be used effectively and operate in close association with the school. One district suggested a survey should be made to learn what might be needed in a total program to meet migrant children's needs. Another was



"Is money the proper medium for weighing the worth of the child?"

concerned with meeting the needs of a large group of children it described as "mobile—not agricultural migrant—children of low socio-economic status".

MIGRANT PUPILS ATTENDING REGULAR TERMS OF SCHOOLS

A census of migrant children attending regular schools during the school year 1958-59 was taken in all the school districts of the state where there was a possibility of any of these children, Table P. Twenty-six districts were able to give specific information on migrant children who had attended one of their schools during the regular terms of the 1958-59 school year. Several other districts explained that they had children of agricultural migratory workers who lived in the districts, but several factors prevented reporting of reliable numbers. In some areas, as the San Luis Valley and other southern sections of the state, many parents did work in seasonal labor but no records were kept that would identify the children.

TABLE P
Migrant Children In-School Census
School Year 1958-1959

County	District Number	Location	Number Enrolled
Adams	14	Adams City	37
Adams-Weld	27-J	Brighton	8
Bent	1	Las Animas	5
Costilla	R-30	Sierra Grande	51
Delta	50-J	Delta	51
Larimer	R-13 Jt.	Berthoud	1
Larimer	5	Ft. Collins	18
Mesa	51	Grand Junction	19
Montrose	1	Montrose	6
Montrose	15	Olathe	30
Montezuma	10	Yellow Jacket	12
Morgan	50	Wiggins	40
Otero	11	La Junta	5
Otero	9	Newdale	17
Otero	4	Rocky Ford	57
Pueblo	60	Pueblo	26
Rio Grande	8	Monte Vista	77
Sedgwick	35-R	Ovid	5
Weld	24	Ashton	6
Weld	34	Ault	39
Weld	76	Frederick	4
Weld	103	Galeton	49
Weld	48	Johnston	10
Weld	81	Kersey	7
Weld	64	Milliken	6
Weld	4	Windsor	50
		Total Enrolled	636

It appears that the census of incoming migrant children who attended the schools in these districts is a reasonably reliable count. However, this census probably includes only a small percentage of Colorado's home-based migrant children.

The reporting school districts in this census are all located in the five major areas of migrant labor influx in the state. Fourteen, more than half, of the districts are in the migrant labor area designated as the Valley of the South Platte. Two-hundred eighty of the 636 children reported enroll in the South Platte Valley Schools. One-hundred six enter Western Slope area schools, 128 attend San Luis Valley schools, the Arkansas Valley accommodates 110, and the San Juan Basin area accepts 12.

The most reliable estimates of the numbers of children who are in these labor areas in the late spring and autumn months are reported in Chapter III. Out-movement of labor families in the fall and in-movement in the spring are continuous, making the numbers of migrants in any area variable week by week. This indicates a need in each school district to maintain a workable checking system to learn of incoming families with children so that the children can be immediately enrolled.

HOME BASES OF MIGRANT CHILDREN ENROLLED IN COLORADO REGULAR SCHOOL TERMS

The children enrolled in regular schools originate in states in different proportion to the places of origin of the children who attend summer school. Table Q shows these locations. In the summer schools, 44 percent of the children came from Texas, while only 25.5 percent of the enrollment in regular terms came from that state. About 39 percent in regular school were Colorado children, with 29 percent being local residents. The other 10 percent were attending school in districts other than where their legal residence was reported to be. These spring and fall-enrolled children came from fourteen states and Old Mexico. The home base areas of 119 of the

TABLE Q

Bases of Origin of Migrant Children in Regular Term Schools
School Year 1958-1959

			Home Base																	
County	District Number	Location	Colo. Local	Colo. Other	Tex.	N.M.	Ariz.	Cal.	Ga.	Neb.	Wash.	Ore.	Mo.	Ark.	Okla.	Ida.	Old Mex.	Utah	Wyo.	Un-known
Adams	14	Adams City	10		17	3	4													
Adams-Weld	27-J	Brighton	8																	
Bent	1	Las Animas		3	2															
Costilla	R-30	Sierra Grande	8	21	4		1	10	1	1	3	2								22
Delta	50-J	Delta	2		3		4						10	3	7					1
Larimer	R-13 Jt.	Berthoud																		
Larimer	5	Fort Collins	18	4																2
Mesa	51	Grand Junction	11													2				
Montrose	1	Montrose	6																	30
Montrose	15	Olathe																		3
Montezuma	10	Jellow Jacket	9	2																
Morgan	50	Wiggins	2	3	36															
Otero	11	La Junta	2	2													2			34
Otero	9	Newdale	5			8														
Otero	4	Rocky Ford			19	4														
Pueblo	60	Pueblo	26	6																
Rio Grande	8	Monte Vista	46	2		1			1			2						1		20
Sedgwick	35-R	Ovid	3	6																
Weld	24	Ashton		4																
Weld	34	Ault	11	4	22				2											
Weld	76	Frederick																		
Weld	103	Galeton			49															
Weld	48	Johnston	9																1	
Weld	81	Kersey																		7
Weld	64	Milliken			6															
Weld	4	Windsor	12	8	21	4									3				2	
			185	66	181	20	9	16	1	1	3		10	3	10	2	2	1	3	119

636 are unknown. This, in the main, is due to the fact that many of these children do not know what place is considered to be "home" by the family.

The variation in places of origin is verification of the nature of the migrant labor problem. No one sampling of migratory people will produce a lasting profile of the numbers, or places of origin. The conclusion to be reached is that any programs of an inter-state type must be developed, and implementation agreed upon by all the states that are in any way connected to each of the migratory streams.

AGE-GRADE RETARDATION AMONG MIGRANT CHILDREN ATTENDING COLORADO REGULAR-TERM SCHOOLS

The data in Table R are offered with a certain reservation of caution. The age-grade status of these 603 children was determined by comparison of age as of September 1 with the grade the child was placed in when he entered the school for a limited period. Two factors may affect the total picture. One is the possible inaccuracies in recorded ages, the other is the possible errors in grade placements of these children. Neither possibility may exist to a great extent, but being uncertain factors they may give an inaccurate total impression. Many migrant children do not carry birth certificates and do not know their ages. Records from previous schools, while carried by more children each year, may still be a deterent in accurate placement of the children in new school situations.

TABLE R

Retardation Among 603 Migrant Pupils of Known Ages in Regular Schools, 1958-1959

	Advanced				Retarded			
Age	3 Yrs.	2 Yrs.	1 Yr.	Normal	1 Yr.	2 Yrs.	3 Yrs.	4 Yrs.
5				32				
6			7	49	1			
7		4	7	30	25			
8	1	8	17	33	2	6		
9		5	22	30	16	3	1	
10		5	13	35	21	6		
11		1	14	25	15	6	3	
12		1	12	21	8	2	4	
13	1	1	3	29	9	4	3	1
14		1	7	7	9	2	1	
15			6	9	4	2	1	
16			1	1	5			
17				2	1	2		
		% Advanced 22.7		% Normal 50.0		% Retarded 27.3		

In a carefully planned study of migrant children in the summer schools, it was determined that 4.9 percent were ahead of grade, 28.1 percent were normal grade status and 67 percent were behind grade for age. In the Table R sampling, there appears to be an unusually large proportion who are in advanced status. A possible explanation is that this group of children is representative of the more capable, energetic or ambitious of all migratory children. Many of them may be in school of their own initiative overcoming the deterrents that exist in their mobile lives. Some of the school districts represented have effective programs of seeking out and enrolling these children, but there are others which may not have totally effective enrollment and attendance systems. It is believed that more are in school of their own choice than the number who were openly compelled to attend.

The proportions of advanced status and normal status pupils is quite favorable for a migrant group. It is believed that one can read into this picture certain characteristics of the children that favor their attaining school experience.

COSTS OF MIGRANT SUMMER SCHOOLS

Summer terms for migratory children have been operated in Colorado since 1955. A program of state support has been developed. No school district in the state has ever seriously considered operation of a term for these children with locally-produced revenue. With educators and lay persons almost everywhere in the state evidencing belief that the children should be educated, literally everyone believes the money should come from state or federal government. This belief is based upon the fact that mobile children are not permanent residents of the school district; therefore, the responsibility of supplying financial support to educate them belongs to a broader base than the local district.

Willingness to accept the task of operating a summer term exists among educators in varying degree everywhere there is a concentration of seasonal agricultural workers. When the effort is intelligently organized locally so the population sees the need, there usually is an acceptance of the responsibility by the community.

Financial support from without the community is absolutely necessary for continuance of the program. Local districts will contribute use of buildings and facilities to the extent that no immediate cash outlays are required of them. How long this attitude will prevail is unknown. However, there is every evidence that it takes quite a number of years for attitudes within a community to reach a point of willingness to assume a burden which always may be considered a responsibility of a broader society.

The three operating years 1958, 1959 and 1960 were used in preparing estimates for continuation of the summer school program with state support. There always will remain a need for considerable flexibility in budget estimates for these schools. Each season may bring conditions in the local crop picture that may cause large variations in the number of children in a community. The possibilities of variable enrollments must be provided for in the plan of state financial support.

The best unit for estimation of costs is the cost per day of pupil attendance. In the three year period, this cost has ranged between $2.15 and $5.30. It has averaged close to $3.20 per member per day attended.

The costs per member enrolled are lower than costs per day attended, but enrollment cannot be used because children may drop out of school without notifying school personnel. They are carried on the rolls until dropout is confirmed. This may be several days later and depends upon the effort used to find the reason for the child's absence.

The estimate has already been made that as many as 1,800 to 2,200 migrant children might attend voluntary summer terms if they were established in all locations of migrant labor concentrations throughout the state. It takes time to develop local community readiness to assume the task of operating a special term. Two or three new operations could be attempted each year. Every community approached may not agree to start a school, but with this as a definite goal, a statewide program coverage would become a fact in three to five years. A gradually expanding program might be more readily acceptable and more likely to receive the support of the state legislature than a crash-type program.

For determining financial support, the following plan is proposed:

1961	8 Special Terms, 800 pupils at $3.20 per day (20 days of average attendance in 30-day terms)	$51,200.00
1962	11 Special Terms, 1025 pupils	65,600.00
1963	13 Special Terms, 1200 pupils	76,800.00
1964	Survey to determine any other locations where special terms are needed.	

Prior to the 1964 and subsequent seasons, a re-survey of the number of schools, locations of schools and enrollments should be made to retain the program in healthy condition.

A PROGRAM OF STATE AID FOR MIGRANT SUMMER SCHOOLS

State aid from the public school foundation program should be made available to meet the operating costs of the summer program. Dependence upon revenue from the contingency reserve fund should cease as soon as funds can be authorized as part of the foundation program. Decision should be made to make migrant education problems an integral part of the structure of public education in the state. The fact that the organization of the summer portion of the program requires some special attention should not set migrant education apart from general public education within the state. As will be seen in the next section, there is no divorcement of migrant children's regular school term needs from the general public school program.

In the planning for a special term summer school, the preparation of cost estimates best might be based upon a formula which has been used experimentally for two years. The formula (see Appendix I) determining the amount that can be requested from state public school funds allows amounts for classroom units, for supervisory units, for lunch program, and for transportation.

The formula was prepared on the principle that the special terms must be adequately supported to provide the best possible learning situations for migrant children. The personnel of operating schools favor the use of the formulas over cost-estimate methods previously tried. Ample freedom in the use of funds exists. The district school administration determines the daily salary of staff personnel including teachers, nurse, clerks and maintenance men. The amounts to spend on classroom materials, utilities, insurance, come from both classroom and supervisory unit allowances. The lunch and transportation formulas operate independently. Each year the money value of a daily classroom unit and the amount allowable for each mile of bus operation are determined by the State Board of Education.

The State Department of Education form, *Agreement and Estimated Cost, Special Term Schools* (Appendix II) is the application form to be used by a local district in applying for a summer term designed primarily to accommodate migrant children. This form includes the terms of the agreement entered into by the local school district and the State Department of Education. It includes the estimated allowances for cash outlays to operate the school term. Upon completion of this form, the school district operating the special term will know the amounts to be available and can proceed to develop its own detailed budget according to the requirements of the local situation.

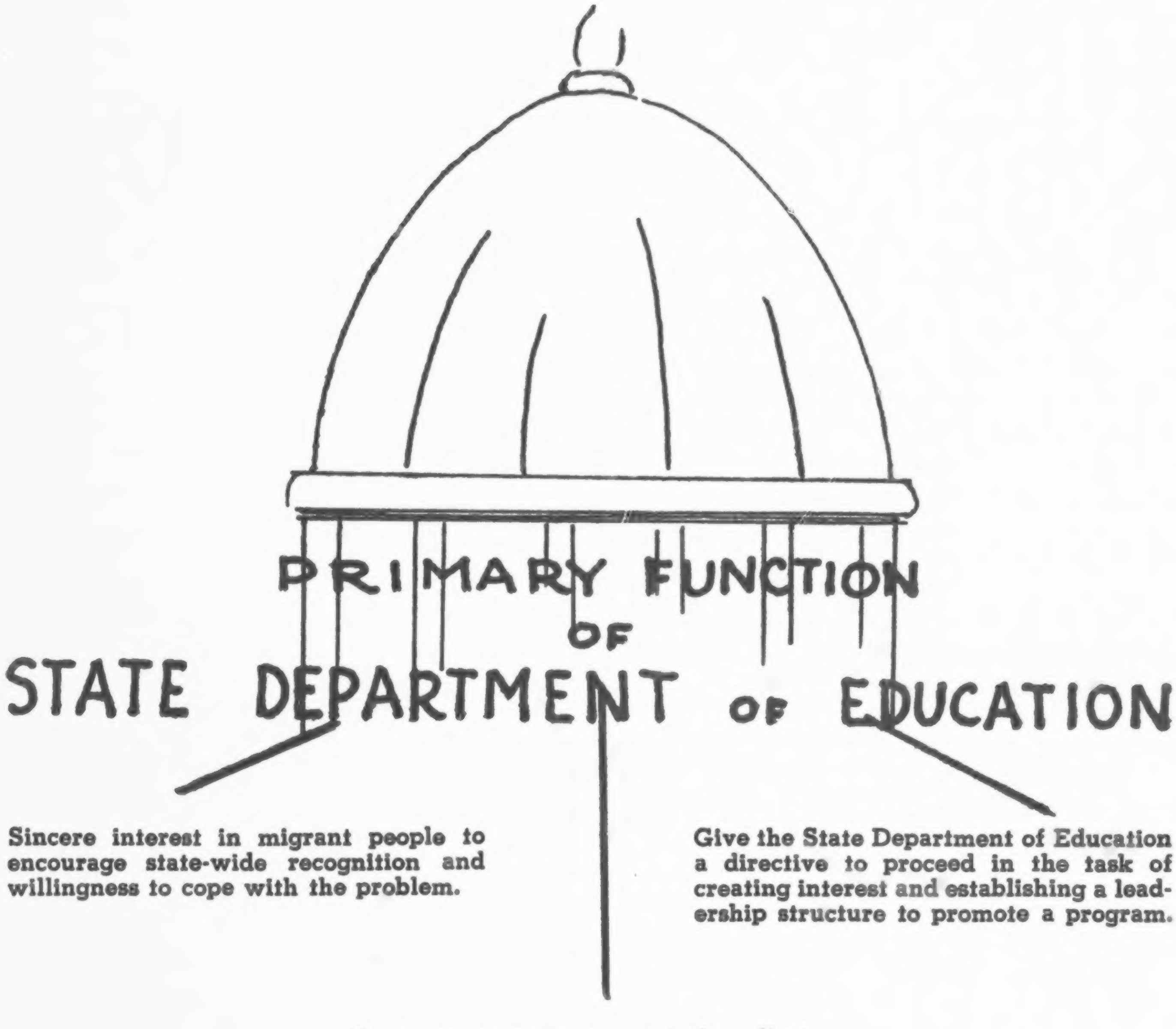
The local district sends the completed *Agreement and Estimated Cost* form to the State Department of Education. After checking for accuracy, the department submits the request to the State Board of Education.

The described method for initiating state support of summer special terms for migratory children is recommended to remain in effect so long as the funds come from the contingency reserve of the public school fund. When specific appropriation is made to support the summer program, review must be made of the procedures for allotting state monies. However, any system adopted should be based upon a daily unit of attendance. The incentive to promote enrollment and attendance must be built into the organization of these programs constantly to use every method for encouraging youngsters to attend.

PROVIDING EDUCATION FOR MIGRANT CHILDREN

CHAPTER IX

ORGANIZATION FOR MIGRANT EDUCATION


PRIMARY FUNCTION
OF
STATE DEPARTMENT OF EDUCATION

Sincere interest in migrant people to encourage state-wide recognition and willingness to cope with the problem.

Give the State Department of Education a directive to proceed in the task of creating interest and establishing a leadership structure to promote a program.

Find resources to support the effort.

The development and operation of a migrant education program within a state requires a definitely placed leadership with the responsibility of creating and expanding interest among both professional and lay people. The community attitude toward seasonal migrant workers is a key to development of education programs for migrant children. The local school district can undertake a program with greater chance of successful operation if the people of the district are sincerely in favor of serving the migrant population.

Initiative for a school program can originate with some person or some group within a community. An outside person or agency can come within the community and stimulate the initiating energy among a segment or the total population. The concern at this point is about the type of organization that will carry on a migrant education program. Each segment must be organized and activated as the development process is moved forward. The leadership for an education program within a community can initially rest with the school personnel or a migrant committee or council. The group should carry preparatory work through the survey stage to the point of recommending a program.

State Board of Education Function

A primary function of the state board of education is possession of enough sincere interest in migratory people to encourage statewide recognition and willingness to cope with the problem. Secondly, the board should be willing to give the state department of education a directive to proceed in the task of creating interest and establishing a leadership structure to promote a program. Thirdly, the state board has the task of finding resources to support the effort. Personnel in the department of education must be supported by state board action within its jurisdiction over school finances. The matter of state financial aid to local districts must be considered periodically according to the plan that the state chooses to develop.

State Department of Education

The department's role is one of leadership. Personnel who favor migrant education will create aggressiveness in a program through creation of a section, with adequate personnel, to assume the department's responsibility as made evident in state board of education approval. A clear-cut stand on favoring or disfavoring education for these people must be taken. The position of the department should be stated and the stand made evident to the entire state. Acceptance of an experimental attitude during developmental stages with willingness to recommend trial, and support for pilot programs are essential to a dynamic program.

The state board and the department of education should provide for liaison with state agencies as a governor's committee on migratory labor or an agricultural workers commission, the farm placement service, and any others active in migrant affairs.

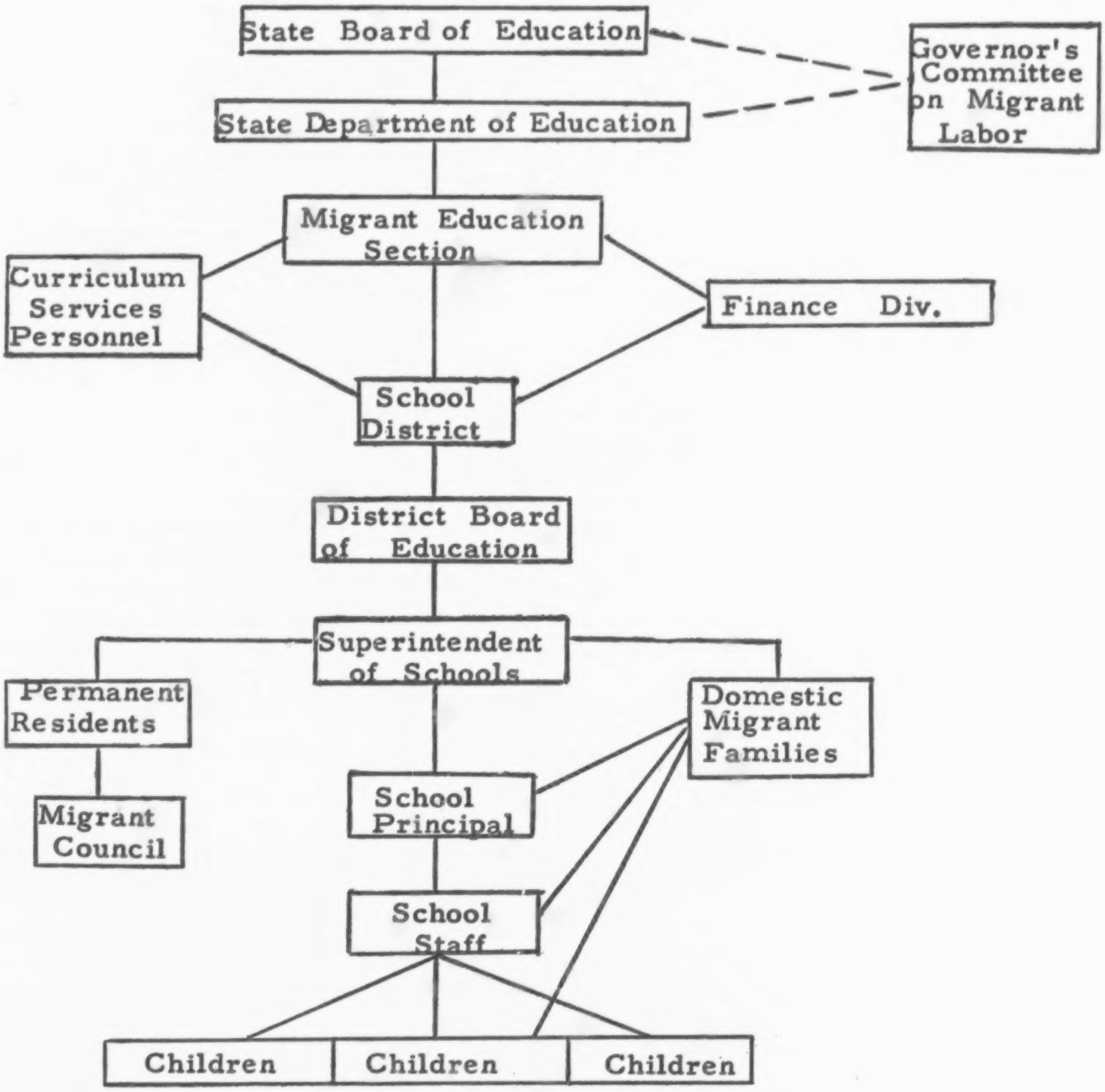
Migrant Education Section

Within the state department of education, a section should be created having the responsibility of statewide leadership in migrant education. A professional person should be assigned as head of the section, with at least one-half time given to this function. The duties of the section should include:

1. State-wide leadership in stimulating the organization of migrant education programs.
2. Studies in local communities to determine basic information and data relevant to organizing and promoting use of school facilities for these children.
3. The collection and compilation of statistics and reports that are necessary to complete reliable knowledge of all facets of the migrant situation.
4. Aid to districts in preparing budgets and other finance matters.
5. Receiving, recommending and processing reports on state aid.
6. Organizing and promoting teacher-training workshops.
7. Assisting teachers toward improvement of classroom procedures.
8. Leadership in development of curriculum aids.
9. Cooperation with state and local agencies having an interest in agricultural migrant people.
10. Liaison with other states.

CHART NO III

The Organization of Migrant Education Programs Within a State


State Board of Education
State Department of Education
Governor's Committee on Migrant Labor
Migrant Education Section
Curriculum Services Personnel
Finance Div.
School District
District Board of Education
Superintendent of Schools
Permanent Residents
Migrant Council
Domestic Migrant Families
School Principal
School Staff
Children
Children
Children

The migrant education section maintains connections with the finance division. It has responsibility of supervision and recommendation about state finances for the program.

The section works with the curriculum services of the department of education to serve the school personnel actively engaged with migrant children.

Within the School District

The district board of education serves within the community much as the state board of education does for the state. Its attitudes generally reflect those of the community. It could serve in a leadership capacity, helping the community people to possess attitudes that favor the welfare of migratory workers. It has the ultimate responsibility and authority in determining practices within local schools that serve migrant children. It also decides upon the extent and monetary support of migrant education programs from local resources. It determines policies affecting migrant children in its schools. It is responsible for requesting state aid for migrant education programs.

Within the local school district the superintendent of schools is in a key position. He can favorably support schooling for migrant children by:

1. Collecting data and statistics about the local migrant group.
2. Reporting, recommending to the local board.
3. Influencing reports, requests and recommendations to the state department of education from his office or the local school board.
4. Cooperating with community groups interested in the welfare of migratory people.
5. Helping to influence community attitude toward migrants.
6. Aiding teachers and school staff toward understanding and acceptance of migrant children.
7. Assisting teachers in understanding needs of the children and how to meet them.
8. Supporting teachers' requests for materials and teaching aids suitable for use with these children.
9. Helping to locate migrant children.
10. Selling to migrant parents the need of schooling for their children.

An active, sincere interest of the superintendent in the children of agricultural laborers is very important to the progress of education programs. If enthused himself, he normally can influence his board of education and his community to active support of school programs for migrants.

The principal of the school receiving these mobile children also must be genuinely interested in their welfare. Among the expectations in his service are the following:

1. Genuine interest in the welfare of these children.
2. Understanding of their cultural traits, family conditions, language abilities, economic status.
3. Willingness to go to them and ability to persuade them to send children to school.
4. Understanding of the nature of the child, how to act and react to secure favorable response.
5. Have the ability to help teachers to an understanding and rapport with migratory children.
6. Possess an ability to identify the curriculum needs of the group.
7. Be able to help the teacher determine content, methods and materials that will aid in meeting the needs of the group and the individuals of the group.
8. Have the ability to create and maintain within the faculty the best professional attitudes that will aid in continuous evaluation and improvement of teaching.

Thus a principal to be successful with migratory children must be of high professional character. Sincere, honest interest rather than sympathy is basic to his entire contribution on behalf of his migrant pupil. Ability to help teachers improve their performance with this child is an important possession.

Selection of teachers for work in the summer special terms for migratory children has been considered a function of first importance by both superintendents and principals. The principal should participate with the superintendent in the selection of teachers. He will be in closer working relation with the teacher and will be responsible for the teachers' work. It is probable that in many school districts, the principal will have a more intimate knowledge of the pupils and may have stronger convictions about the teacher qualities that are needed.

For summer schools, the teacher should be selected during the winter months. The teacher, particularly if this is his first experience with a full migrant pupil teaching load, needs ample time to prepare plans, assemble materials and order supplies. The supplies for classrooms should be selected by the teacher, not by the superintendent, supervisor, or principal, unless teacher procurement is so late that the teacher cannot make the choices.

"The staff creates welcome . . ."

"Put your finger . . ."

In regular school terms where teacher selection is done to meet the needs of the community children, the principal should assign, if choice is possible, the migrant child to the teacher who is considered to possess the qualities best fitted to serving this child.

In any school that has a migrant pupil population, there should be a carefully planned program of in-service development for the teachers. All teachers should be included so there will be no restriction on understanding to just a few. This program should include frequent teachers' meetings in which the daily observed problems with these children can be discussed and ideas exchanged. Committees to work on development of curriculum materials often can produce more satisfactorily than each teacher completely creating her own. Provision should be made on the state or regional level for workshops to improve and broaden understanding of teaching the migrant child. Attendance at workshops should be encouraged by scholarships from whatever source possible. The school district will find it a sound investment to meet workshop expenses for its teachers if no other resources are available.

Principals, superintendents and supervisors with responsibility for migrant schools were asked to list the qualities which should be possessed by teachers who have migrant children. The list describes an ideal teacher in most any situation, but there are additional requirements for this person to have knowledge of culture and the personal characteristics possessed by the children of the migrant population.

This is the list in random order. It would be difficult to get any group to agree on an order of importance:

Familiar with the cultures of the children to be in his classroom. These children will have different reactions and responses to many situations. These must be understood for intelligent guidance and teaching of the child.

Ability to teach in special or remedial situations.

Possess patience and understanding.

Willingness to work harder than in regular school situations.

Be willing to have lower goals than with a general population group.

Must have a genuine liking and sympathy for these wanderers. Children sense lack of these qualities.

Must possess or develop a personality that can draw these children from their shells.

Must be able to earn their trust and confidence.

Ability to avoid friction or conflict which prompts immediate, and often lasting, withdrawal by these pupils.

Possess ability, creativeness and willingness to create much material of their own because regular textbooks are not geared to accomplish many of the things these children need.

Must be filled with an abundance of love for humanity, and be able to give generously and honestly to this child.

Ability to recognize the needs for social maturation and vocational skills training as well as general academic skills.

Ability to inspire children to use initiative and to demonstrate creativity.

A sense of humor to cope with apparent lethargy of many migrant children and with their discouragements that often require new methods of solution.

Refrain from over-praise, as this child will bask in it and cease performance.

Possess genuine interest in the total welfare of the child. This child requires much more than interest in only his academic welfare.

Knowledge and appreciation of both the cultures of migrants and the Anglo culture to assist in creating ability for transition from culture to culture.

Ability in arts or vocational skills allows a teacher closer rapport with these children who accomplish more by doing and acting than they do by listening.

The teacher with an objective, businesslike approach is admired and respected by the migrant child.

Ability to discipline must be tempered with fairness and understanding.

Maintenance of physical orderliness in classroom appearance and activities is essential for the learning experience of the child.

Tireless in effort to understand the pupils.

Willing to give extra time for visits to meet and know the families.

Thorough in methods of instruction.

"Tireless in effort . . ."

Understand the need among these children for experience learnlearning.

Be willing to work with these children not on a comparison basis of what we do in a regular school but with each child as an individual challenge.

Must realize that the parents of these children, even though they have a tendency to show a lack of interest, do have a definite interest and love for their children. Most of this lack of interest is due probably to lack of understanding of our society.

These children are very affectionate and should be treated accordingly. They have a great love of pretty things.

Must understand the very close family tie in the families of the Spanish-American group.

Willingness to drill on curriculum fundamentals which will do these children the most good in their limited time in school.

All who work with migrant children agree that teaching them requires all the skills and understandings of teaching any other children, but with migrant pupils the demand is "more so".

At the base of the organization of the migrant education chart are the children to be served. There are three matters of particular concern to be considered here. One is the number of children per class, the second is the problem of segregation, and the third is the method used for determining class placement.

In the several summer terms experiments were conducted with varying numbers of children in a classroom with one teacher, and also with two teachers. There were classes with from six to forty pupils. The large classes of more than about twenty-five were so unsatisfactory that none were maintained longer than for short periods of excessive enrollment. Regardless of how carefully the children are grade-placed, there is so much variance in their status in each subject area that much teaching must be done on an individual pupil basis.

Consensus of staff personnel opinion arrived at a class size of fifteen pupils in average daily attendance per classroom. This means that the enrollment in each class should never exceed more than eighteen to twenty. About twelve pupils in average daily attendance seems to be an ideal class size from the achievement viewpoint, but twelve pupils per classroom unit increases the cost of operation beyond what was considered reasonable levels. To maintain the support of a state board of education and legislative groups, costs per pupil should not be excessively beyond costs in regular schools. With a smaller number of pupils constituting a classroom, unit costs generally will be somewhat higher than regular term costs. The unit of fifteen per classroom has become standard, and should be continued until the education status of these children changes for the better.

Segregation of migrant children is a problem that must be considered on its merits and in relation to the practical matter of when and where the schooling opportunity is offered. In regular terms, temporary-residence children should be assigned to the established classes unless there are funds available to place those who need remedial work in special classes until they are ready to join a regular graded class.

In summer school situations it is virtually a matter of practical necessity to set up a school that is primarily designed for either migrant children or resident children. The needs of each group will be so different under most circumstances that achievement on a desired scale can be accomplished only by segregating the groups. Socializing activities suitable for migrant children may be meaningless to the resident child who has already attained stature-for-age in the major culture pattern. There are, however, desirable features in the mixing of children. One is that the child who speaks wholly or mostly in a language other than English will benefit greatly by association with English-speaking children. A second is that association will aid the minority-culture child to attain cultural learning by participation and observation.

The conclusion reached is that the matter of segregation should always be resolved on the basis of the practical organization requirements of school facilities and never on the basis of any group demand for separation.

The third matter is to decide by what method incoming migrant children shall be placed in grade level. If the child has a record from the last school attended, he should be placed in the grade indicated by the record. If he comes to school without transfer records, he can be placed by chronological age, by grade according to his oral statement, by a quick appraisal of his social maturation, or by the results of short survey tests given as soon as possible after his arrival.

The important thing at enrollment time is to give the child a place, a welcome, something to do without causing him to be afraid of the school situation. Theoretically it would be ideal to administer survey tests immediately to make a better grade placement and not have to transfer the pupil. Teachers have found it best to delay testing until after the first day, then adjust original class assignment as needed.

The summer special terms mostly operate on an ungraded basis. The school is divided into four groups, kindergarten and first, second and third levels that correspond roughly to primary, intermediate and elementary. Each level will have a wide range of achievement as one pupil might be two grades higher in arithmetic than he is in reading. Individual pupil teaching must be provided in whatever type of grade-level-placement is followed. A second teacher or teacher's helper in the classroom can contribute greatly to children's progress as twice as much individual help can be given.

Conclusions

State and local boards of education have two chief responsibilities in supporting migrant education programs. One is to influence opinion by taking an affirmative stand in favor of educating migrants, the other is to provide the support needed for inaugurating and sustaining the programs. The district school superintendent functions in several directions, by knowing the situation of migrant children thoroughly, being able to support the teachers, influencing the community and the district school board, and administering the migrant education programs.

The principal needs sincerely to believe in the program, must know the characteristics of migrant people and have ability to work with them, have the ability to exercise leadership in curriculum improvement, and to aid teachers in continuous improvement programs.

Outstanding teaching ability with interest and knowledge of the migrants taught are essential in the teacher of migratory children. Small classes which allow for much individual and small group work are necessary. The size of classes should be limited to fifteen pupils. The teacher's concern should extend beyond teaching the academic subjects and include experience learning for expansion of culture traits. The handling of the segregation problem should be determined by logical dictates of organizing the migrant education facilities to best meet the needs of the migrant children.

FORMS AND RECORDS FOR MIGRANT PUPIL SCHOOLS

A migrant education program has requirements for administration and record-keeping similar to any special education effort. The organization as proposed in this report has need of systematic devices at both state and local level. The agreement arrived at by the local and state personnel of this program was to develop a system that would require a minimum of record keeping. The forms created and perfected through three years of use are described here in brief terms of purpose. They fall into three categories: (a) financial, (b) pupil reporting, and (c) information.

Migratory Pupil Formula for Special Term Schools. (Appendix I)

A description of the formulas for determining the amount of state aid to a local district that operates a special term (summer school) designed especially to accommodate agricultural migratory children. The formulas include one for classroom unit (CU), a supervisory unit (SU), formula for lunch program costs, and one governing transportation.

Agreement and Estimated Cost. (Appendix II)

This form includes the agreement entered in to by the local school district and a state department of education for the operation of a special term designed to accommodate migrant children. It has provision for applying the formulas and determining the state aid allowable to the district. The form is completed by the district and submitted to the state board of education through the department of education.

Migrant Children In-School Census (Appendix III)

The schedule used in securing statistical and other data in a survey of all school districts in which there are migratory children.

Social and Personal Record (Appendix IV)

A form for securing information about the families of migratory pupils. Useful to include in a child's cumulative record. Also used to study the social profile of agricultural migratory worker families.

Expenditures Report Special Terms. (Appendix V)

Form completed by the local school district operating a special term to report actual expenditures. Submitted to the state board of education through the department of education for reimbursement to the local district from state school funds.

Special Term Principal's Report (Appendix VI)

A form for reporting the pupil statistics from each special term. Data are secured from Teachers Registers.

Colorado Teachers Register, Special Terms for Migratory Children

Copy of the Teachers Register is not reproduced here because of its bulk. Special terms for migrant children require variations from the regular teachers register. A sample copy may be obtained from the Colorado State Department of Education, State Office Building, Denver 2, Colorado.

Pupil Record. (Appendix VII)

Form for recording personal and scholastic data for cumulative record.

Transfer Card. (Appendix VIII)
Double postcard used for requesting pupil record from another school.

Report Card for Migrant Pupils. (Appendix IX)
A card designed for migrant pupil use to be carried with him from school to school.

Report of Employed Teachers. (Appendix X)
A report form for securing data about teachers in public schools.

Migrant Children Education Act. (Appendix XI)
Proposed state legislation for creating a migrant education program.
(Approved substantially as shown and signed by Colorado Governor April 24, 1961.)

BIBLIOGRAPHY

(For publications dated prior to 1958, refer to bibliography, **Resource Report No. 1, Migrant Education Research Project,** State Department of Education, Denver 2, Colorado.)

United States Congress, Senate, Committee on Labor and Public Welfare. **Educational Assistance to Migrant Agricultural Employees and Their Childrn.** Hearing before the Subcommittee on Education, 86th Congress, 2d Session, on S. 2864. Washington: U.S. Government Printing Office, 1960. 144 pp.

United States Congress, House of Representatives, Committee on Education and Labor. **Migrant Children Education.** Hearing before the Subcommittee on General Education, 86th Congress, 2nd Session on H.R. 9872 and H.R. 10378. Washington: U.S. Government Printing Office, 1960. 215 pp.

Migratory Labor Notes. Periodical published by the President's Committee on Migratory Labor. Washington.

Bureau of Labor Standards. **State Migratory Labor Committees, Their Organization and Programs.** Bulletin 215. Washington, 1960. 75 pp.

The President's Committee on Migratory Labor. **Report to the President on Domestic Migratory Farm Labor.** Washington, 1960. 33 pp.

Fuller, Varden. **Immediate Needs and Ultimate Goals in Migratory Labor Policies.** Address at Western Interstate Conference on Migratory Labor, Phoenix, April 12, 1960. 8 pp. (Secure from The President's Committee on Migratory Labor, or Council of State Governors.)

The President's Committee on Migratory Labor. **Working Paper on Financing Migrant Health Services.** Washington, 1959. 67 pp. (mimeo).

State Department of Public Health. **The Colorado Agricultural Migrant Program, 1956-1957.** Denver, 1957. 8 pp. (mimeo)

Current, Tom and Infante, Mark Martinez. **. . . and Migrant Problems Demand Attention.** Salem: Oregon Bureau of Labor, 1959. 218 pp.

Davis, Irving F., Jr., and Metzler, William H. **Sugar Beet Labor in Northern Colorado.** Technical Bulletin 63. Colorado State University Experiment Station, Fort Collins, 1958. 102 pp.

Infante, Mark Martinez, and Current, Tom. **We Talked to the Migrants . . .** Salem: Oregon Bureau of Labor, 1958. 80 pp.

Larson, Olaf F., and Sharp, Emmit F. **Migratory Farm Workers in the Atlantic Coast Stream.** Bulletin No. 948, May 1960. Cornell University Agricultural Experiment Station, N. Y. State College, Ithaca, N. Y.

Metzler, William H., and Sargent, Frederic O. **Incomes of Migratory Agricultural Workers.** College Station, Texas: Texas Agricultural Experiment Station, 1960. 12 pp.

Migrant Project, 1959. Jacksonville: Florida State Board of Health, 1959. 55 pp.

Migratory Labor in Colorado. Research Publication No. 43. Denver: Colorado Legislative Council, 1960. 37 pp.

Petrie, Ronald G. **Study of Migrant Children in Oregon Public Schools.** Salem, Oregon: State Department of Education, 1960. 51 pp.

Potts, Alfred M., 2d. **Now, We Go . . . Too!** Denver: State Department of Education, 1958. 75 pp.

Potts, Alfred M., 2d and Tuchak, William. **A Social Profile of Agricultural Migratory People in Colorado.** Denver: Colorado State Department of Education, 1959. 28 pp.

Potts, Alfred M., 2d and Lilley, Charles M. **The Colorado Migrant Education Program of 1959.** Denver: Colorado State Department of Education, 1960. 28 pp.

Potts, Alfred M., 2d. **Survey of San Luis Valley School Closures.** Denver: State Department of Education, 1960. 10 pp. (mimeographed).

Report of Governor's Survey Committee on Migrant Labor. Colorado, December, 1951. 72 pp. (mimeographed).

Report on the Colorado Project for Improving Health Services for Migrant Agricultural Workers, 1954-55. Denver: State Department of Public Health, 1955. 8 pp. (mimeographed).

Rivera, Julius. **Selected Characteristics of Two Migrant Groups Visiting Colorado in 1957.** Denver: State Department of Public Health, 1958. 14 pp. (mimeographed).

Wood, Helen Cowan. **Teaching Children Who Move With The Crops.** Fresno County Superintendent of Schools, Fresno, Calif., 1955. 95 pp.

Report on Farm Labor. Public Hearings of the National Advisory Committee on Farm Labor. New York: National Advisory Committee on Farm Labor, 1959. 40 pp.

Council of State Governments. **Proceedings, Western Interstate Conference on Migratory Labor.** San Francisco: The Council of State Governments, Western Office, 1960. 53 pp.

Council of State Governments. **Mid-American Conference on Migratory Labor.** Chicago: Council of State Governments, 1959. 49 pp.

Adams State College, Alamosa, Colorado. **Report of Migrant-Bilingual Workshop.** Denver: Colorado State Department of Education, 1957.

A Device for Teaching a Speaking Vocabulary to Bilingual Children. Denver: Colorado State Department of Education, 1960. 11 pp. (mimeographed)

Herrick, Virgil E. and Jacobs, Leland B. **Children and the Language Arts.** Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1955. 524 pp.

The Teachers Say. Denver: Colorado State Department of Education, 1959. 78 pp.

Sherman, Neil W. and Potts, Alfred M., 2d. **Learning on the Move.** Denver: Colorado State Department of Education, 1960. 220 pp.

Wage and Hour and Public Contracts Divisions. **A Guide to Child Labor Provisions of the Fair Labor Standards Act.** Bulletin No. 101. Washington: U.S. Department of Labor, 1948. 23 pp.

Wage and Hour and Public Contracts Divisions. **Child Labor Under the Fair Labor Standards Act of 1938, As Amended.** Interpretative Bulletin of the Code of Federal Regulations, Title 29, Part 4, Subpart G. Washington: U.S. Department of Labor, 1959. 31 pp.

Bureou of Employment Security. **Employment Security Exchange Farm Placement, 1959.** No. 14, Section II. Washington: U.S. Department of Labor, 1959. 130 pp.

Fair Labor Standards Act of 1938. As Amended. Washington: Superintendent of Documents, U.S. Government Printing Office, 1959. 15 pp.

Bureou of Employment Security. "Farm Labor 1959". **Employment Security Exchange No. 14.** Washington: U.S. Department of Labor, 1959. 48 pp.

Wage and Hour and Public Contracts Divisions. **Handy Reference Guide to the Fair Labor Standards Act.** Washington: U.S. Department of Labor, 1959. 16 pp.

Myers, Robin. **The Position of Farm Workers in Federal and State Legislation.** National Advisory Committee on Farm Labor, 112 E. 19th St., New York 3, 1959. 51 pp.

Bureau of Labor Standards. **Status of Agricultural Workers under State and Federal Labor Laws.** Washington: U.S. Department of Labor, 1959. 6 pp.

Bureau of Labor Standards. **Why Child Labor Laws.** Bulletin No. 185, Washington: U.S. Department of Labor, 1956. 22 pp.

Colorado Agricultural Statistics, 1958 Final, 1959 Preliminary. Denver: Colorado Department of Agriculture, 1950. 109 pp.

Colorado 1958 Farm Labor Report. Denver: Colorado Department of Employment, 1959. 42 pp.

Colorado 1959 Farm Labor Report. Denver: Colorado Department of Employment, 1960. 50 pp.

Colorado Rainfall Map. Denver: Colorado State Planning Commission, 1953.

Stefferud, Alfred, Editor. **"Power to Produce."** The Yearbook of Agrictulture, 1960. The U.S. Department of Agriculture. Washington: U.S. Government Printing Office: 480 pp.

Steinel, Alvin T. **History of Agriculture in Colorado.** Fort Collins: The State Agricultural College, 1926. 659 pp.

Latting, Lucile H. **Experimental Migrant Summer Schools.** Denver: State Department of Education, 1955. 6 pp. (mimeographed—out of print).

Summary Report on the 1958 Pilot Schools for Migratory Children to the Colorado State Board of Education. Denver: State Department of Education, 1958. 13 pp.

Grambs, Jean D. **Understanding Intergroup Relations.** Washington: Department of Classroom Teachers, American Educational Research Association of the National Education Association, 1960. 32 pp.

Foshay, Arthur W., Wann, Kenneth D. and Associates. **Children's Social Values.** New York: Bureau of Publications, Teachers College, Columbia University, 1954. 323 pp.

Lane, Howard and Beauchamp, Mary. **Human Relations in Teaching. The Dynamics of Helping Children Grow.** Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1955. 353 pp.

APPENDIX I

MIGRATORY PUPIL FORMULA FOR SPECIAL TERM SCHOOL

DEFINITIONS OF TERMS USED IN THE FORMULAS:

1. Special Term for Migratory Children

A school district that has an agriculturally related seasonal force of domestic agricultural migrant workers, some of whom have been accompanied by family members, may operate a special school term to accommodate the educational needs of these people.

A Special Term school may enroll children from areas beyond its own boundaries as agreed upon by the Special Term school district and other school districts.

Such a term shall be referred to as a "Special Term."

2. Teachers Register

Refers to the *Teachers Register* especially designed for use in Special Terms. It provides for recording statistics and data on enrollment, attendance, and related items. Each public school teacher in Colorado is required to maintain a register.

3. Average Daily Attendance (or) ADA

A measure obtained by dividing the aggregate days of attendance by the actual number of days school has been in session.

ADA is used in Special Terms in determining allotment of Classroom Units.

4. Average Term Percent of Attendance

The average daily attendance for the entire term, divided by the average daily membership for the same period.

5. The "Term Classroom-Unit" (or) "Term CU"

An index of need, representing a number of pupils in average daily attendance, that reflects certain costs in maintaining a typical teacher and a typical class of pupils in school.

The state aid value of a CU will be computed to include amounts toward teacher's salaries, instructional materials, equipment, nurse, clerical help, utilities, maintenance and custodial help.

One (1) CU shall be allowed for each fifteen (15) children in average daily attendance during the previous Special Term. Fractional parts of CU's shall be allowed and computed on the basis of one-fifteenth (1/15) CU for each one (1) ADA units

6. "Daily Classroom Unit"—"Daily CU"

Special Terms will operate during variable length periods. The best unit, therefore, to use in computing state aid for term CU's is the single day.

The value of a daily CU times number of days in operation will produce the value of state aid for a term CU.

7. "Supervisory Unit"—"SU"

A Supervisory Unit is intended to provide basis of measurement for personnel and funds for supervisory services in Special Terms.

8 "Marked Increase"

The term used to describe a situation wherein there is an increase in the numbers of school population over a comparable period of a previous term. CU's are based upon the school population statistics of the previous term. If there is an additional influx of children which exceeds seven percent during a current term, the number above the previous term's measurement is referred to as the "marked increase" in membership, ALA, or whatever measurement is used.

FORMULAS FOR DETERMINING GRANTS FROM STATE PUBLIC SCHOOL FUNDS FOR USE IN THE MIGRANT PROGRAM

1. Determining Value of the CU, SU, Lunch, and Transportation Formulas

In the preparation of the current Special Term budget, first determine the number of CU's allowable for the current year. Do this by dividing ADA of the immediately *previous* Special Term by 15. (ADA figures will be found in the previous year's annual report.)

Example: If the ADA was 92 last term, divide 92 by 15 to get 6 2/15ths.

A Special Term experiencing fluctuation in ADA may employ staff members on a daily basis. If attendance is low in the first two weeks of a six-weeks term, the district may choose to leave teaching positions vacant and add teachers for the peak attendance periods

2. Classroom Unit (CU) Formula

The state aid allotment for CU's is computed by using the following formula:

No. CU's allowable
(times) No. days in current term plus one (1) day (equals) No. Daily CU's allowable.
(times) Daily CU state aid value (announced by State Board of Education)
(equals) Total CU state aid.

Appendix I. (Continued)

3. Supervisory Unit (SU) Formula

Number of CU's used in formula below derived from previous term ADA as previously described.

Value Formula:

1.00
(plus) .05 for each CU allowable
1.05—(to 1.50 maximum for ten teachers; add .02 for each teacher above 10.)
(multiply by) Daily CU state aid
equals Value daily SU
(multiply by) No. days in term plus two (2) days
equals Value of Term SU

(1) *Example*:
Special Term has three (3) CU allowed, operates for 30 days—
(a) 1.00 + .15 (.05 for each CU) equals 1.15
(b) Multiply by daily CU state aid allowed in current year. (If daily CU value is $25, then 1.15x$25 equals $28.75)
(c) Multiply daily SU value by number of days in term plus two (2) days to secure term SU value, e.g.: $28.75
32 Days
$920.00

Lunch Formula

All adults unrelated to school duty shall pay a minimum charge equal to or higher than the actual cost per meal.

School duty personnel shall be charged according to the custom in each district.

Collections from children shall be encouraged with charges as recommended by the State School Lunch Program Office.

Each school shall make full use of the surplus foods and entire federal program.

Reimbursement from state funds shall be based on the following proportioning of costs:

Total cost of food purchased equals minimum of	60%
Total cost of salaries equals maximum of	35%
Total cost of incidental expenses equals maximum	5%
Total cost of lunch room operation	100%

Explanations

In the preparation of the Special Term budget, use the previous year's "food cost" figure as a base. Adjust this figure by estimated:

(a) Increase in food costs for the current year, or
(b) Decreases in food costs for current year
(c) Anticipated increase or decrease of food cost for number of meals to be served.

For smaller schools (150 or fewer enrollment) the percentage of cost for salaries of school lunch personnel must be higher than 35%.

Formula for Cost of Salaries for Food Service

The base "anticipated cost of food" to be served shall be considered at not less than 60 percent of the total cost of operating the lunch program.

Equation for finding labor cost:

$$\frac{\text{(Cost of food)}}{60} \text{ times } \frac{\text{Salaries for food service}}{35} \text{ equals maximum that may be used for salaries.}$$

Equation for finding "incidentals" cost

$$\frac{\text{(Cost of food)}}{60} \times \frac{\text{Incidentals—(X)}}{5} \text{ equals maximum that may be used for incidentals.}$$

The annual remaining costs of the lunch program may be written into Special Term budget. "Remaining" means the cost in excess of all federal subsidies, including maximum use of supplied commodities.

The formula, therefore, is one of proportions. The salaries cost may not be more than 35 percent of the total expenses for operating the lunch program; the incidental costs may not be more than 5 per cent of the total cost.

Pupil Transportation Formula

A mileage record shall be maintained for each bus used in transporting pupils during the Special Term. State reimbursement for operation maintenance shall be at a rate per mile as announced by the State Board of Education each year.

The actual cost of drivers' salaries will be reimbursed in addition to the mileage operating allowance.

MARKED INCREASE FORMULA

Computation of CU's to allow for Marked Attendance Increase over Previous Term During a Current Term.

A. Marked Increase Formula

Special Terms that experience marked increase in attendance during the *current terms* above the previous term attendance may be alloted additional CU's (and other units) based upon the *current term* ADA when ADA equals the ADA of the similar period of the previous term plus seven (7) percent or more.

Appendix I. (Continued)

Formula

Increase in ADA above like period of previous term*
(divided by) 15
(equals) Number of daily CU's allowable.
(times) Number of remaining days in term
(equals) Number of daily CU's allowable.
(times) Daily CU state aid value.
(equals) Marked increase CU's state aid value.

*Marked increase in ADA must be at least 7 percent greater than ADA of like period in previous term. The 7 percent increase is *included* in the computation.

B. Apply for Marked Increase CU's by one of Two Methods.

(1) Method #1

Request for *Marked Increase* CU's may be made on the original *Agreement and Estimated Cost,* for the current year. Reasonable expectation of increased attendance must exist to warrant inclusion of *Marked Increase* CU allotments in the initial budget request.

Marked Increase CU's allowed may be used only to the extent the formula is fulfilled during the term

(2) Method #2

If an unforeseen increase in attendance occurs during a term and the Marked Increase Formula requirements are fulfilled, a supplementary budget request may be submitted through the state department of education.

(State department
of education name
and address)

APPENDIX II

(Code)

AGREEMENT AND ESTIMATED COST

SPECIAL TERM SCHOOLS

Date__________ School District No.______ __________County

Name of building to be used__________ Location__________

AGREEMENT: In consideration of reimbursement of funds expended according to the amounts below, which are part of this Agreement, between the above named School District and the State Department of Education the said School District agrees to operate a Special Term designed primarily to accommodate children of seasonal labor families for the period specified. Said District further agrees to co-operate with the Department in the development and research program for these schools.

As part of this agreement the local school district accepts the responsibility of contributing the use of appropriate buildings, facilities, materials, equipment—including buses, and items needed for fulfilling an adequate program under this contract. The local district will supply, without cost to the State, the administrative and supervisory services needed in fulfilling said adequate program. This includes all services above that of Principal of the Special Term.

Anticipated membership:__________

Anticipated days of operation (check): Circle grades to be taught: K 1 2 3 4 5 6 7 8

Month	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

Anticipated total number of days in operation:__________

We hereby certify that the Special Term Program has been approved by the District School Board. We understand that our claim for reimbursement of cost is to be based upon actual expenditures and as set forth in regulations of the Department.

Date:__________ Attest:__________

Secretary

Received__________

Copy to — Finance______ Administration______ Lunch Program______ Migrant Education______

Recommend approval: Approved:

Date:__________ Date:__________

State Department of Education State Board of Education

by__________ by__________

Appendix II. (Continued)

CU's: ADA______ ÷ 15 = ______ CU's allowable
No. of days in term + 1 (×)______
No. of Daily CU's allowed (=)______
Daily CU State Aid Value (×)______
Total CU State Aid (=) ____________ A

SU's 1.00 Base Figure

(+) ______ .05 for each CU thru 10
(+) ______ .02 for each CU above 10.
(=)
(×)__________ Value Daily CU
(=) Daily SU Value
(×)__________No. Days in Term + 2 days.
(=) Value of Term SU ____________ B

LUNCH

Food cost previous year ________
(+) or (—) food cost adjustment (+) (—)________
(+) or (—) food cost of additional no. meals to be served (+) (—)________
FOOD COST ________

$$\frac{\text{(Cost of food)}}{60} \quad \text{X} \quad \frac{\text{(Salaries for food service)}}{35} = \underline{\qquad\qquad} \text{ (LABOR)}$$

$$\frac{\text{(Cost of food)}}{60} \quad \text{X} \quad \frac{\text{(Incidentals)}}{5} = \underline{\qquad\qquad} \text{ (INCIDENTALS)}$$

1722—FOOD ________
1721—LABOR (+)________
1725—INCIDENTALS (+)________
1700—GROSS COST (=)________
1712—1—ANTICIPATED RECEIPTS (—)________
NET COST (=) ____________ C

Appendix II. (Continued)

TRANSPORTATION

Anticipated number of miles bus travel ____________

Amount state aid per mile (×) ____________¢

Operating Maintenance State Aid (=) $____________

Bus drivers' salaries (+) $____________

0034—TRANSPORTATION TOTAL $____________________D

MARKED INCREASE (Use only when needed)

ADA of previous term period ____________

7% increase = (____________)

Increase in ADA ____________

÷ 15

Marked increase daily CU's allowed (=) ____________

Number of remaining days (×) ____________

Number of daily CU's (=) ____________

Amount daily CU State Aid (×) ____________

Marked increase value (=) ____________ ____________________E

GRAND TOTAL
(A+B+C+D+E) ____________________

APPENDIX III

State Department of Education

(Address)

Complete and return by

(Date)

MIGRANT CHILDREN IN-SCHOOL CENSUS

(An agricultural migrant is defined as one who changes residence temporarily to work in agriculture)

School District: No.......... County.........................

Total Pupil Membership For School Year 19....-19....: ....

Part A

Name	Permanent Residence Enter the state or Colorado county claimed as "home." If child lives in your district, enter "here."	Age As of 9/1	Grade Place-ment	Date Entered	Date Withdrew	Date Re-entered	Date Withdrew
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							

(Add pages as needed)

Appendix III. (Continued)

Part B

Questionnaire On Agricultural Migrant Children
In Your School District, 19___-19___

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Enrollment—Residence Pupils														
Peak Enrollment When the Migrants Come														

Months	July	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
Number of Pupils Arrive												
Number of Pupils Leave												

1. Total number of migrant children, 6-16, in your school district________________
   Spanish-speaking American ________ Anglo ______ Indian ______ Negro ______ Other ______
   a. Number who are in-coming migrants ____________.
   b. Number who are home-based (permanent resident in your district): ____________.
2. Earliest nominal date when migrants appear in your district____________.
   Beginning of peak period____________.
   End of peak period____________.
   Date of departure of last migrants____________.
   Remarks: ____
3. Are migrant children included in the School Age Census if in the community at census time? Yes___ No___
4. Does your district have a truant officer Yes___ No___ Full time________ Part time________
   a. If not, who handles truancy contact work?________________________
5. Does your district enforce school attendance laws with resident children? Strictly________ Partially________ No________
6. Does your district make an effort to get all migrant children into school? Yes________ No________ Explain: ____
7. How do you learn how many migrant children are in your district?________________________
8. Does your district have a school nurse? Yes________No________ Explain:________________
9. Are the services of a health agency available? Yes________ No________ Explain:________________
10. Do migrant children cause more discipline problems, per pupil, than resident children?
    a. During regular school term?________________________
    b. During summer months?________________________
11. What special preparation is made for the migrant children before they come in regard to:
    A. Instruction________________________
    B. Supplies and equipment________________________
    C. Other________________________
    D. No special preparation is made.________

Appendix III, (Continued)

12. Do you make adjustments to the regular program when migrant children come? Yes______ No______
Remarks:______
Are adjustments sufficiently effective? Yes______ No______ Explain:______

13. Can the educational needs of migrant children be met through your regular school program? Yes______
No______ Explain:______

14. What do the migrants contribute to social understanding? ______

15. Are migrant children in separate classrooms? Yes______ No______ Why?______

16. Do teachers feel it is possible to do an adequate job of teaching migrant children when they are in the same classroom with non-migrants? Yes______ No______ Remarks: ______

17. Are extra classrooms available for an expanded program when migrant children arrive during the regular school year? Yes______ No______ Remarks:______

18. Are extra teachers engaged for the migrant influx during the regular term? Yes______ No______

19. How many extra teachers are engaged?______
At what grade levels?______

20. Give examples of three classroom loads before migrants come and at peak of influx:
Before-Peak Before-Peak Before-Peak

21. Do teachers accept migrant children without reservations? Yes______ No______ Remarks:______

22. Do resident children accept them as members of the group? Yes______ No______ Remarks:______

23. What educational needs of the migrant child appear to be outstanding? Social______ Language Arts______
Arithmetic______ Other______

24. Would a summer school be of value in your district?
    A. For resident children______.
    B. For migrant children______.
    C. Where? ______

25. If a summer school were needed and money were available from the state:
    A. Would a school building be available for a summer program? Yes______ No______
    B. Would transportation be available? Yes______ No______
    C. Would teachers be available? Yes______ No______
    D. Would your district assume administrative responsibility for a summer program? Yes______ No______

26. Are there local civic organizations willing to give support to a summer school program for migrant children?
Yes______ No______ Remarks:______

27. Do you believe there is need for more in-service programs for teachers of migrant children? Yes______
No______ Remarks: ______

28. Should extra money be apportioned the local school district for migrant pupils?
    A. Source: Local______
        Federal______
        State______
    B. Apportioned on: Attendance______
        Matching funds______
        "Empty Seats"______
        Full cost______
        Name other______
    C. Remarks: ______

29. What are the (estimated) total increased costs of the migrant influx to the district?

Item	Per Pupil Cost (Range)

30. What was your cost per child for 19____-19____? What was the estimated amount of extra cost per migrant child in the 19____-19____ school year?______. Explain:______

31. What types of assistance or materials are needed to improve your school program for migrant children?

APPENDIX IV

Date form completed..................

(Form Code Number)

SOCIAL AND PERSONAL RECORD

<table>
<tr><td>Last Name</td><td>First</td><td>Middle</td><td>Date of Birth</td><td>Place of Birth</td><td>Race*</td><td>Sex</td></tr>
<tr><td colspan="3">Present Address</td><td colspan="4">Permanent Address: town—county—state</td></tr>
<tr><td>Birth certificate No.</td><td colspan="2">Lives with
Father Mother Other</td><td colspan="4">Father
Living
Deceased
Not with family
First Name Middle</td></tr>
<tr><td colspan="3">Mother:
Living
Deceased
Not with family
First Name Maiden</td><td colspan="4">Who else lives with you?
Father Mother Grdf. Grdm. Uncle Aunt Cousins Other</td></tr>
<tr><td>Brothers</td><td>Age</td><td>Occupation</td><td colspan="2">Sisters</td><td>Age</td><td>Occupation</td></tr>
<tr><td colspan="3">Where was father born?</td><td colspan="4">Where was mother born?</td></tr>
<tr><td colspan="3">Father's occupation</td><td colspan="4">What other work has father done?</td></tr>
<tr><td colspan="3">Mother's occupation</td><td colspan="4">What other work has mother done?</td></tr>
</table>

*—Racial background A—Anglo I—Indian N—Negro PR—Puerto Rican SP—Spanish American

Social and Personal Record (continued)

In how many places did your family work last year?	Where?							
How did you come here? Family car	Truck	Contractor's truck	Bus	Other				
Does your family own a car?	A truck	Livestock owned (kind and no.)						
Permanent home:	Rented	Owned by family	No. acres	Farming	Kind of farming			
Construction:	Wood	Brick	Stone	Adobe	Other	No. of rooms	Bath	Running water
	Electricity	Telephone	Radio	TV	Electric refrigerator	Other		
Who lives with you in permanent home?	Grdf.	Grdm.	Uncle	Aunt	Cousins	Others		
Languages:	What language do you speak?	Father	Mother					
	What language is spoken in your home?							
	Most when playing?							
Do you get a newspaper almost every day?	Who reads it?	Name it						
Do you get a newspaper every week?	Who reads it?	Name it						
Do you have magazines at home?	Name them							
Do you have any books in your home?	How many (approx.)							

Social and Personal Record (continued)

To what organizations do family members belong? (Give name):

Father	Mother	Brothers	Sisters	Child

What was the highest school grade completed by:

Father	Mother	Brothers	Sisters	Remarks

Do you want to finish school?

Do you like school?

What other schools have you attended?	Where?	How long?
Highest graded completed?		

To what places have you traveled (States, towns, etc.) since a year ago this time?

What work would you like to do when you grow up?

Where are you going when you leave here?

Remarks:

APPENDIX V

(Source) (Form Code Number)

EXPENDITURES REPORT
SPECIAL TERMS

School District No.__________ __________County

Special Term operated at__________Building

Total No. Days Operated______Dates of Term__________ to __________ 19____

CU and SU budget total (__________) Did term experience marked increase in enrollment?

Marked Increase CU budget total (__________) Yes No

SUPERVISION AND INSTRUCTION:

Position	Name	Daily Salary	No. Days	Amount Paid
0211—Principal				
0215—Clerk				
0410—Nurse				
0610—Janitor				
0213—Teacher				
0213—Teacher				
0213—Teacher				
0213—Teacher				
0213—Teacher				
0213—Teacher				
0213—Teacher				
0213—Teacher				
0213—Teacher				

a. Total Supervision and Instruction__________

INSTRUCTIONAL SUPPLIES:

0220—Textbooks . . . . .__________
0240—Workbooks . . . . .__________
0240—Classroom . . . . .__________
0240—Crafts and Arts . . . . .__________
0230—Audio Visual . . . . .__________
0420—Health . . . . .__________
0250—Other . . . . .__________

b. Total, Instruction Supplies __________

TRAVEL BY STAFF PERSONNEL:

0250—Supervisory . . . . __________
0420—Nurse . . . . __________

c. Total, Travel __________

MAINTENANCE:

0820—Insurance . . . . .__________
0650—Janitoral Supplies . . . . .__________
0640—Utilities . . . . .__________
0650—Other . . . . .__________

d. Total, Maintenance __________

Total, CU and SU Budget Services (a+b+c+d) __________ X

Expenditures Report (continued)

SCHOOL LUNCH

Approved cost estimate amount: $(____________)

EXPENDITURES:

Salaries

Position	Name	Daily Salary	No. Days	Amount Paid

1721—Total, School Lunch Salaries . . . . ____________ (e)

1722—Food and Milk . . . . Total ____________

1725—Utilities . . . . Total ____________

1725—Incidentals . . . . Total ____________

Total, Food, etc. ____________ (f)

Total, Expenditures (e+f) ____________ (g)

RECEIPTS

	No. Meals	Amount
1712.1—Pupils		
1712.1—Adults		
1711.2—Federal cash subsidy		

1712—Total, Cash Receipts ____________ (h)

1711.1—Net Cost (g minus h) ____________ Y

Total no. meals		Percent free meals	
No. Free meals		Percent paid meals	
No. Paid meals		*Food cost per meal	
		Labor cost per meal	

*cost of special milk excluded

C. TRANSPORTATION

Approved cost estimate amount . . . . $(____________)

0560—No. miles traveled ____________ at ______ ¢ ____________

$510—Bus drivers salaries . . . . ____________

Total, Transportation ____________ Z

D. GRAND TOTALS

State Board approved total cost estimate (____________)
(from "Agreement and Cost Estimate" form)

Expenditures Net Grand Total (X+Y+Z) ____________

Submitted by ____________________

Date ____________________

APPENDIX VI

(Form Code Number)

(Source)

SPECIAL TERM PRINCIPAL'S REPORT

School District No.________County______________________________Building

For Special Term beginning____________________19____ending____________________19____

A. STATISTICAL SUMMARY
(Show hereon sum totals of data on teachers' summary reports, pp. 11-12, "Colorado Teachers Register, Special Terms for Migratory Children")

ITEM	Grades									
	K	1	2	3	4	5	6	7	8	Total
1. No. of days taught										
2. Original Entries (E's) (Total)										
Boys										
Girls										
3. Re-entries (R's) (Total)										
Boys										
Girls										
4. Withdrawals (W's) (Total)										
Boys										
Girls										
5. Membership (2+3—4)										
6. Aggregate Days Attendance:										
A. Not-transported pupils										
B. Transported pupils										
C. Boys										
D. Girls										
E. Total (A+B=C+D)										
7. Aggregate Days Absence:										
A. Not-transported pupils										
B. Transported pupils										
C. Boys										
D. Girls										
E. Total (A+B=C+D)										

Special Term Principal's Report (continued)

— 2 —

ITEM	Grades									
	K	1	2	3	4	5	6	7	8	Total
8. Aggregate Days Membership:										
A. Not-transported pupils										
B. Transported pupils										
C. Boys										
D. Girls										
E. Total (A+B=C+D)										
9. Average Daily Attendance:										
A. Not-transported pupils										
B. Transported pupils										
C. All pupils (A+B=D+E)										
D. Boys										
E. Girls										
F. A.D.A. (6E ÷ Item 1)										
10. Average Daily Membership:										
A. Not-transported pupils										
B. Transported pupils										
C. All pupils (A+B=D+E)										
D. Boys										
E. Girls										
F. A.D.M (8E ÷ Item 1)										
11. Times Tardy										

A. REASONS FOR LATE ENTRANCES, ABSENCES, AND WITHDRAWALS (From Registers, p. 12)

REASON	Reason for Late Entrance	Reason for Absence		Reason for Withdrawal
	No. pupils	No. pupils	No. days	No. pupils
Illness				
Work				
No transportation				
Trouble in family				
Truancy				
Move here lately				
Moved away				
Other (list):				

Special Term Principal's Report (continued)

C. ADVANCED AND RETARDED PUPILS

(From Registers, p. 13)

Grade	No. in Grade	Advanced				Normal		Retarded													
		2 yrs.		1 yr.				1 yr.		2 yrs.		3 yrs.		4 yrs.		5 yrs.		6 yrs.		7 yrs.	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Total No.																					
Percent Total				%		%										%					

D. CAUSES OF RETARDATION

(Sum of estimates of entire staff. Rank in order of estimated importance)

Rank	Cause
	Transiency
	Started school at late age
	Frequently works
	Lack of interest
	Lack of ability
	Lack of application

Rank	Cause
	Physical condition
	Cares for younger children
	Other (list)

E. NUMBER OF CHILDREN ENROLLED—BY AGE

(From Col. 4, p. 3 and p. 7 of Register)

Age	4	5	6	7	8	9	10	11	12	13	14	15	16
Boys													
Girls													
Total													

F. GENERAL DATA

Question	No.
No. of visits by school people	
No. of other visitors	
Was flag displayed according to law	
No. of cases of corporal punishment	
No. of cases of suspension	
No. of cases of expulsion	

G. GENERAL WRITTEN REPORT

Write an objective account of the term activities including subjects presented, nature of the children, programs offered, summary of testing program and achievement of children, recommendations for next year.

(Use separate sheets)

Principal's Report form prepared by Migrant Education Research Project, Colorado Department of Education in cooperation with the U.S. Office of Education.

APPENDIX VII

School District____________

PUPIL RECORD

School Dist. No. County

Last Name First Middle	Date of Birth Place of Birth Race M F
Present Address	Permanent Address Street or RFD Town County State
Father's Name Last First Middle	Mother's Name Last First Middle

Summary of School Experience (in chronological order)

	School	Address	Dates attended (or approx.)	Completed grade	Reason for stop
1.					
2.					
3.					
4.					
5.					

ATTENDANCE School Year	Date of Entry	Date Withdrew	Aggregate Days Attendance	Aggregate Days Absence	Aggregate Days Membership	Times Tardy

Pupil Record (continued)

SCHOLARSHIP						
School year	19 -19	19 -19	19 -19	19 -19	19 -19	19 -19
Grade & Sept. Age	Gr. Age	Gr. Age	Gr. Age	Gr. Age	Gr. Age	Gr. Age
Teacher						
Counselor						
School						
Subjects	Yr.-Teacher-Mark	Yr.-Teacher-Mark	Yr.-Teacher-Mark	Yr.-Teacher-Mark	Yr.-Teacher-Mark	Yr.-Teacher-Mark
Notes on Subject Achievement						

Pupil Record (continued)

OBJECTIVE TEST RECORD

Name of Test	Form, Grade, etc.	Date	Hr.	Group-G Individual—I	Pupil's Classification	Pupil's Score	C.A.	M.A.	I.Q.	Other

ACHIEVEMENT TEST RECORD

Name of Test	Form, Grade, etc.	Date	Grade Norm	Sections—G.P.—Percentile—etc.	Supplementary Data

HEALTH

Year	19 -19	19 -19	19 -19	19 -19	19 -19	19 -19
Weight in—out (Dates)						
Hearing						
Vision						
Immunizations						

Significant Information	

Pupil Record (continued)

BEHAVIOR DESCRIPTION

Notes on	19 -19	19 -19	19 -19	19 -19	19 -19	19 -19
Assoc. with others						
Cooperation						
Courtesy						
Dependability						
Effort						
Honesty						
Industry & initiative						
Leadership						
Personal appearance						
Self-control						
Interest & abilities						
Work experiences						
Personal						
Anecdotal (date & sign)						

TRANSFER CARD

______________ **Public Schools**

______________,

Name of Pupil ______________
Birth Date ______________ Verified ( ) Grade ______________
Parent or Guardian ______________
Present Address ______________
Date Entered ______________ Date Withdrawn ______________
Date Attended ______________ Days Absent ______________
Principal ______________
Name of School ______________
Transfer To ______________ Reason ______________
Fees Paid — Yes ( ) No ( )
School Property checked in — Yes ( ) No ( )
Insurance — Yes ( ) No ( ) Individual ( ) Group ( )
Name of Company ______________ No. ______________

Please mail attached card for further information.

Place
Stamp
Here

(over)

DATE ______________

Request school and health records for:

Pupil ______________
Last Name *First* *Middle*

Send to ______________ School

____
Street

____
City *State*

Further comments ______________

PLACE
STAMP
HERE

APPENDIX IX

Dear Parents:

This is your child's school report card. Be sure he takes it to the next school that he attends.

To The Teacher:

Please complete this record for

____

and give it to him when he leaves your school. You may have a more detailed report by writing the last school that he attended.

FAMILY RECORD

Father		Birthplace
Mother		Birthplace
Brothers	Age	Birthplace
Sisters	Age	Birthplace

Fold here

Fold here

________ STATE DEPARTMENT

OF

EDUCATION

SCHOOL REPORT OF

____

STATE SEAL

Report Card (continued)

Name______________________________ Sex________ Birthdate__________ Birthplace_______________
Last First Middle (M) (F) Mo. Day Yr.

Father's Name______________________________ ______________________________
Last First Middle Permanent Home Address

							Academic Achievement Grade Level										Health				Attitudes					Interests					
Year	Name of School	School Address	Enter Date	Withdrawal Date	Absent Days	Grade	Reading	Arith.	Lang. Arts	Soc. St.	Science	Health	Music	Art			D. P. T.	Smallpox	Polio	Physical Defects or Comments	Interest	Co-op.	Depend.	Courtesy		Music	Art	Hobby	Sports		Name of Teacher

APPENDIX X

(Source)

Form (Code)

REPORT OF EMPLOYED TEACHERS

Special Term Dates__________to__________, 19____ School District No.______ _______________County

Instructions: To be Used By All Districts Operating Special Terms For Migratory Children.
Report must be made in duplicate, original to be sent to the State Department of Education, the copy to go to the County Superintendent of Schools. Column (6) is for use only in reporting part-time teachers.

Name of Teacher (List alphabetically)			Address of Teacher (4)	Daily Salary (5)	If partime show fraction of time (6)	Grades or Group Taught (7)	School Term (Wks.) (9)	(State) Certificate				4 year Degree		Oath (Yes) (No) (16)	Years of Teaching Exper.			
Surname	First Name (2)	Maiden Surname (if married)						Highest type held (10)	By Whom Issued (11)	Date of issuance (12)	Date of expiration (13)	Type (14)	School Granting (15)		This Dist. (17)	Other Dist. in (State) (18)	Outside (State) (19)	Total exp. (20)

APPENDIX XI

STATE OF COLORADO MIGRANT CHILDREN EDUCATION ACT

A Bill for an Act
Relating to the Education of Migrant Children.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF COLORADO

Section 1. *Title*: This act shall be known as the Migrant Children Education Act.

Section 2. *Definitions*: As used in this Act, unless the context requires otherwise:

(1) "Board" means the State Board of Education.

(2) "Migrant child" means a child of school age who is in the custody of migrant agricultural workers, whether or not they are his parents.

(3) "Migrant agricultural worker" means an individual engaged in agricultural labor in this state who is residing in a school district which is not his regular domicile during the performance of such agricultural labor.

Section 3. *General purpose.* In order to facilitate the education of migrant children who are unable to receive continuous education during the regular school term, and in order to develop fully the capacities and potentialities of migrant children for the benefit of themselves and society, a program for the education of migrant children hereby is established.

Section 4. *Administration*

(1) The board is hereby empowered to employ necessary personnel, to pay necessary travel expenses, and to purchase supplies and equipment as may be needed to carry out the administration of the provisions of this Act. The board is further empowered to make such rules and regulations as may be necessary for the proper and efficient administration of the program for the education of migrant children as provided in this Act.

(2) Any school district of the state which maintains a school or schools in the district, and wherein there are migrant children as defined herein, may make application to the board to participate in the program established by this Act. School districts participating in said program shall administer these programs in their respective districts in accord with applicable rules and regulations. Established standards shall be applicable equally in every school district.

Section 5. *Regular school session requirements.* The following standards shall apply during the regular terms of school:

(1) The residence of a migrant child, for purposes of education, shall be the school district where the migrant child is receiving shelter and the necessities of life and the provisions of 123-10-22, CRS 1953, shall not apply to this section.

(2) Migrant children shall attend school while residing in any school district in the State of Colorado when the regular terms of school are in session, unless excused in compliance with provisions of Section 123-20-1, CRS 1953.

(3) The school district board of education shall have power and the duty to enforce the attendance of migrant children in schools in the school district where the child resides.

(4) The payment of additional, necessary costs in administering and maintaining the program authorized by this act shall be undertaken jointly by the state and the participating school district. The per capita additional cost of educating a migrant child in each school district participating in the program established by this act may include the following expenses, under rules and regulations prescribed by the board:

  (a) Salaries of personnel, assistants to teachers, clerical, health, and custodial employees; and specialized instructional services as needed.
  (b) Necessary, additional textbooks, educational supplies and equipment.
  (c) School lunch operation.
  (d) School bus transportation.
  (e) Provision of and operation of physical plant, including rent, heat, light, water, repairs, adjustments, and maintenance, if regular school facilities are not used.
  (f) Provision of and operation of the school plant, when owned by the school district, shall be a contribution of the district.

Upon submission of and approval by the state board of itemized statements from the local school boards of the participating school districts for additional expenses incurred by them in conducting said programs, such districts shall be reimbursed for additional expenses listed in (a), (b), (c), (d), and (e) of this section. Application by participating school dstricts for reimbursement shall be made on forms prescribed by the board, at such time or times during the year as determined by the board.

Section 6. *Summer Schools.* The program established under this section of this act shall be under the general supervision of the state board of education. An educational program for migrant children may be operated within the period from the termination of the regular school term in the spring until the regular school term convenes in the fall.

(1) Any school district of the state which maintains a school or schools in the district and wherein there are migrant children in the summer period, may make application to the board to participate in the program established by this section. From such applications the board shall select districts to operate special terms for migrant children according to funds available, the number of migrant children in the school districts, and criteria determined by the board.

(2) Residence requirements shall be the same as those set forth in Section 5 of this act.

(3) The school district board of education shall have the authority to determine whether attendance at summer special terms shall be voluntary or compulsory. If attendance is compulsory migrant children as herein defined shall attend unless excused in compliance with Section 123-20-1, CRS 1953.

(4) School districts shall be reimbursed from state funds for actual costs incurred in the operation of special terms and shall report such costs on forms prescribed by the board, according to regulations of the board, based upon the following formulas:
A classroom unit (CU) shall not exceed fifteen (15) children in average daily attendance.
Classroom Unit (CU) Formula. The number of classroom units and fractions thereof allowable are multiplied by the number of school days in the term plus one day equalling the number of daily classroom units allowable. This sum is multiplied by the cash value of state aid for a daily classroom unit to equal the total amount of classroom unit state aid. The value of the daily classroom unit state aid shall be determined annually by the state board of education.
Supervisory Unit (SU) Formula. The value of a supervisory unit in a school of one to ten or more teachers is determined by the formula:

1.00
(+).05 for each CU allowable through 10
(=)1.05 (to 1.50 maximum for 10 teachers plus .02 for each teacher beyond 10)
(Multiplied by) value of daily CU state aid
= Value Daily SU state aid
(Multiplied by) number of days in term plus two days
= Value of term SU state aid
plus

Net cost of school lunch operation under rules and regulations of the board.
plus
Reimbursement for school bus operation at rates fixed by the board.

Section 7. *Appropriation.* There is hereby appropriated to the board, for the year beginning July 1, 1961, out of the general fund, the sum of ninety-nine thousand ($99,000) for the purpose of carrying out the provisions of this act. This amount shall be apportioned: Special terms, $58,000; regular term state aid, $25,000; State Department of Education, $16,000.

Section 8. *Constitutionality Clause.* If any of this act or the application thereof to any person or circumstances shall be held invalid, such invalidity shall not affect other provisions or applications of this act, and to this end the provisions of this act are declared severable.

Section 9. *Safety Clause.* The General Assembly of the State of Colorado hereby finds, determines and declares this Act is necessary for the immediate preservation of the public peace, health and safety.

EDITOR'S NOTE: The above bill was approved by the Colorado 43rd General Assembly with minor amendments.

For copies of instructions regarding the regular term program, and related forms, write to

Section on Education of Migratory Children
State Department of Education
State Office Building
Denver 2, Colorado